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ABSTRACT

Purchasing is a practical science and one of the most highly specialized activities of the school administration. Simply stated, it is the process of having the right material or service from the right source, in the right quantity, at the right place, at the right time, and at the right price. The purchasing agent is faced with a formidable task in seeking to satisfy the criteria of (1) the right quality and quantity and (2) purchase at the lowest possible cost. This handbook has been prepared primarily for the guidance of the administrator responsible for purchase and supply. Detailed procedures that have proven their effectiveness in many school systems are suggested. The basic principles remain relatively constant, whether the school district is large or small; or whether purchasing is done by a full-time purchasing agent, a business administrator, a clerk of the board, a principal, or a superintendent of schools. An attempt is made to present information essential to the proper operation of a school purchasing office in the State of New York. (Author)

PURCHASING

School Business Management Handbook Number 5

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREWORD

In 1953, the Bureau of Field Financial Services (now the Division of Educational Management Services) undertook the development of a series of handbooks designed to reflect current best practices in the major areas of school business administration. Under the leadership of Maurice G. Osborne, Bureau Chief, and Dr. Robert L. Lorette, Handbook Project Coordinator, approximately three hundred school people contributed to the preparation of nine school business management handbooks first published in 1954 and 1955.

The success of the handbook project has been evidenced by the favorable responses from many school districts in New York State, as well as the fact that requests have been received from every state in the Union, from many colleges and universities, and from some foreign countries.

With the passing of time, it became evident that new material and changes should be incorporated in the handbooks. Thus, these changes were made and the following handbooks were published in revised editions:

- Handbook No. 2 - Insurance
- Handbook No. 3 - Budget
- Handbook No. 5 - Purchases and Stores
- Handbook No. 6 - Transportation

Insurance is now being revised in preparation for a third edition to be published in 1974. The remaining five handbooks, entitled Responsibility, Accounting and Reporting, Operation and Maintenance, School Lunch, and Personnel, have never been republished and are now out of print. While the Department hopes to revise all five at some date in the future, no specific plans exist at the present time.

The revised edition of No. 5, retitled Purchasing, has now again been brought up to date and is being published in a third edition. Appreciation is expressed to Mr. Robert A. Clemens, Purchasing Agent for the Yonkers City Schools, who assumed responsibility for drafting the second revision as a project of the Continuing Purchasing Committee, of which he was a member. Responsibility for editing the material in the Division of Educational Management Services was assigned to Dr. Gray N. Taylor, Associate Supervisor. General coordination of the project was provided by Arthur F. Jones, Supervisor of School Business Management in the Division.

Stanley L. Raub
Associate Commissioner for
Educational Finance
and Management Services

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INTRODUCTION

Purchasing is a practical science and is one of the most highly specialized activities of the administration. Simply stated, it is the process of having the right material or service from the right source in the right quantity at the right place at the right time at the right price. The purchasing agent is faced with a formidable task in seeking to satisfy the criteria of (1) the right quality and quantity, and (2) the purchase at the lowest possible cost.

Purchasing is referred to above as a "process." It is truly that, for it is considerably more than merely buying something. In addition to the discrete act of purchasing, the process embraces the various responsibilities involved in providing for the material needs and services of the school: receiving, storing, inventorying, and distributing. It seeks to obtain maximum value from each educational dollar provided for equipment, supplies, and contracted services.

Ethical conduct in managing the district's purchasing is an absolute essential. Each school district should adopt and strictly enforce a code of ethics to govern practices in school purchasing. Roe states this unequivocally:

"The purchasing function is considered one of the most touchy jobs in public service. When it is performed fairly, judiciously, and with good management techniques, few people outside the purchasing department concern themselves with it. Let any questionable practices come to light, however, and the public spotlight focuses with ruthless intensity upon the total organization. Mismanagement in purchasing can throw an entire organization into turmoil and disrepute."¹

The school purchasing process is regulated by state law, court decisions, and local school board policy. Competitive bidding legislation does add to the purchasing agent's routine responsibilities, but it is a judicious protective safeguard. These bidding restrictions need not "fence in" the purchasing official; rather, local policies and routine can be structured to allow flexibility and the exercise of professional judgment in procurement while at the same time allowing observance of both the letter and spirit of the statutes and protection of the public interests. It cannot be too strongly stated that the board of education must perform the purchasing function in the manner the law prescribes; there is no alternative.

¹W.H. Roe, School Business Management (New York: McGraw-Hill Book Company, 1961), p. 126.

As in other areas of school operation, carefully formulated and clearly stated policies and regulations for the conduct of purchasing must be formulated and adopted by the board. These guides will be a clear-cut translation of laws into action and will establish the purchasing posture of the district. Compiling such a manual and putting it in writing is intrinsically a valuable project, for ambiguities and points of issue will be clarified; discrepancies and shortcomings in current policy in action will be revealed.

The official charged with purchasing responsibility should have a high place in the organizational structure and relationship to other line and staff personnel. Purchasing must be an integrated function since every phase of the operations of the school involves the use of supplies, equipment, and services. The relationship of the purchasing agent to all other school administrators must be clearly delineated and understood. The proper place of purchasing in a school organization is well stated by Ritterskamp:

"The purchasing duties may be exercised by the business manager, or, in a larger institution, be delegated to a separate individual. In any case, the position should certainly be subordinate to the business manager. In his relations with the president, the governing board and other parts of the administrative machinery, the purchasing agent acts as an adjutant to the business officer. In his relation to the departments and to the business firms with which he deals, he acts directly, but under the supervision of the business officer.

"There should be in the statutes a clear statement of the duties, responsibilities, and scope of authority of the person or persons responsible for business functions. The duties of subordinate responsible officers of the business organization should also be described either in the statutes or in subsidiary regulations."²

The board of education should designate the person to whom the function of purchasing is delegated.³ Some boards of education name one of the following officials to this duty: the superintendent, assistant superintendent, supervising principal, assistant principal, school business administrator, clerk of the board, or (if the system is a large one) a specifically appointed purchasing agent, who shall not be the auditor.

²J.J. Ritterskamp, Jr., et al, Purchasing for Educational Institutions (New York: Teachers College Press, 1961), p. 34.

³Regulations of the Commissioner of Education, Section 170.2(b).

The purchasing agent is the officer who must, because of his knowledge of markets and marketing conditions, determine the best sources of supply. He is familiar with the most economical quantities; the best times of the year to buy certain commodities or services; the total needs of the district's programs. Thus it is obvious that the purchasing agent must perform more than the ceremonial function of signing the purchase order. His duties in the field of procurement are broad and are outlined in Appendix 1.

The appointment of a purchasing agent should be by a resolution duly adopted by the board of education at the board's annual organization meeting. The resolution should contain the following information:

Name

Title

Effective date of appointment

The limitations which the board may impose upon the purchasing agent, if any

The responsibilities of the purchasing agent

The authority of the purchasing agent.

A sample resolution is found in Appendix 2.

This handbook has been prepared primarily for the guidance of the administrator responsible for purchase and supply. Detailed procedures which have proved their effectiveness in many school systems are suggested. Basic principles remain relatively constant whether the school district is large or small, whether purchasing is done by a full-time purchasing agent, a business administrator, clerk of the board, principal, or superintendent of schools. An attempt has been made to present information essential to the proper operation of a school purchasing office in the State of New York. It is hoped that the items and procedures set forth herein will prove helpful in this endeavor.

GLOSSARY OF PURCHASING TERMS

Bid Calendar:	A schedule of kinds of supplies, equipment, and services setting up dates when each will be bid.
Bidders List:	A list of vendors maintained in purchasing as possible sources of supply for items listed on bid proposal. The list is usually maintained by type of supplies, equipment, or services.
Bid Proposal:	A formal notice by the bidder to the buyer stating the conditions and price under which he will furnish the equipment, supplies, or services set forth in the specifications. This is customarily submitted on a bid form furnished by the school district.
Board:	The legal governing body of a school district--the board of education.
Claim:	An invoice submitted to the buyer by the supplier. The invoice may be on the vendor's form or on a claim form supplied by the school district.
Coding:	The assigning of an account number to an item or expenditure so that the expense may be charged to the proper item in the budget.
Contract:	The agreement entered into between the board of education and the supplier after an award has been made to the lowest responsible bidder meeting specifications.
Invoice:	A formal statement from the supplier to the buyer listing the amount due and the terms of payment for supplies or equipment delivered and/or services rendered as described thereon.
Lowest Responsible Bidder:	That responsible bidder furnishing required security and offering to furnish the items of supply or equipment indicated or to perform the services required in a given specification at the lowest price.
Non-Collusive Certificate:	A signed statement by vendor or bidder that prices have been arrived at independently without collusion, consultation, or agreement with any other bidder or competitor, and that prices quoted in the bid have not been disclosed to any other bidder or competitor prior to bid opening, and that no attempt has been made to induce another to submit a bid or to restrict competition.

Notice to Bidders:	A public announcement of intent to receive bids on specified equipment, supplies, or services under specified conditions, and an invitation to potential vendors to submit bids.
Purchasing:	The act of procuring supplies, equipment, or services of the right quality, in the right quantity, at the right time, at the right price, and from the right source.
Purchasing Agent:	A person who is officially designated by the board of education to contract for necessary supplies, equipment, and services.
Purchase Order:	A formal notice to a vendor that he has been selected to furnish the supplies or services described in detail thereon.
Quality Control:	The assurance, through careful specifications and testing, that the materials received on a contract or order measure up to the established need.
Quotation:	An informal notice by a vendor to the buyer stating the conditions and price under which the former will furnish certain equipment, supplies, or services.
Requisition:	A request from a person or department of a school system for one or more items or services necessary in performing a function which advances the educational program or the facilities which make the program possible.
Responsible Bidder:	A vendor who is qualified by experience and equipped to perform the work required or furnish the materials indicated on the specification and who has the necessary financial support and ability to complete the contract. (A bidder may be disqualified for illegal or unethical conduct.)
Specification:	A description of equipment, supplies, or services setting forth in a clear and concise manner the characteristics of the item to be purchased and the conditions under which the purchase will be made.
Standard List:	An agreed-upon list of commonly used items of supply and equipment among grades, classes, and schools. Such an approved list tends to reduce the number and types of items to be purchased and promotes economy through a greater quantity to be procured.

Standardization: The result of action taken by a board of education when it decides, in the interests of efficiency and economy, to purchase a particular brand, make, or type of equipment or supply.

Warehouse: A central storage area for stocking school supplies and equipment, or a section of a school building set aside as a storeroom for ordinary supply items.

Vendor: A potential supplier of the items listed on a requisition or indicated in a specification.

CHAPTER I

STEPS IN THE PURCHASING FUNCTION

The purchasing function is generally considered to cover the complete supply transaction--beginning with the initiation of a request (requisition) to supply a certain need, and ending with the approval of a claim for payment.

Nine steps involved in the purchasing of supplies and equipment for schools are described below. These are applicable to the smallest unit as well as to the largest school system. The carrying out of these steps presents problems having to do with both the educational and the business management phases of school systems. Some of the steps may be eliminated or combined, provided an adequate system of control remains.

A. Processing the Requisition. A requisition is initiated by the user, e.g. teacher, principal, custodian, or stockroom clerk. While the procedure should provide an adequate means by which each user can make his need known, the number of people who initiate formal requisitions should be kept at the minimum through the proper timing and grouping of requests. Processing of requisitions will be expedited by observing the following rules:

1. Requisition must be clear, concise, and leave no doubt as to the items desired.

2. Requisition should bear the name of requisitioner and be approved by proper official.

3. Requisitions should be sent to the purchasing office after approval. The approving authority should know the use for which the items are requested and whether funds are available for purchase. Requisitions may be pre-numbered and have a letter to designate the school or department for identification purposes.

B. Preparing Specifications. Before an order is placed or a quotation is requested, the purchasing official must specify what is desired in order that prospective vendors may intelligently quote prices and fill orders.

1. Specifications may be very simple or in considerable detail.

Example: Tape Cellophane $\frac{1}{2}$ " x 2592" Roll

Example: Ten Key Adding Machine NCR #11-101 or Equal

Example: Items of office equipment may require a lengthy description of type, style, material, and sometimes method of construction (see Appendix #5, page 58).

2. In addition to the description, specifications must state "or equal" unless the purchase is made under a special board resolution permitting standardization (Section 103, subdivision 5, General Municipal Law). See paragraph on Standardization, Chapter IV.

C. Requesting Bids or Quotations. The purpose of obtaining bids or quotations is to encourage competition in the procurement of supplies, equipment, and services which will be paid for from public funds. It has the further purpose, of course, of discovering what a given item will cost, where it can be obtained, and when delivery will be made.

1. The information provided in a request for bid or quotation should cover at least the following points:

- a. Items and quantity desired.
- b. Latest date on which bid is to be returned. A reasonable span of time between request and return of bid should be provided. General Municipal Law, Section 103, requires at least five days' notice but ten days to two weeks is recommended.
- c. A statement as to whether an item-by-item bid, a total bid, or both are required.
- d. When catalog numbers are used to describe an article, the catalog should be identified by name and date.
- e. Packing and delivery instructions and marking of shipment must be specific.

2. Requesting bids on an item or commodity group involving an expenditure in excess of \$1,500.

State law requires that all school districts' purchases involving the procurement of a stated "item" which will necessitate the expenditure of more than \$1,500 within a given fiscal year shall be advertised and awarded on the basis of formal bids. The advertising shall take place in the newspaper(s) designated for the purpose by the board of education. A minimum of five days must elapse between the first publication of the advertisement and the formal opening and reading of bids. This law is discussed in further detail under Chapter IV.

The procedure for purchasing under these provisions should include:

- a. The advertisement for bids should be properly published. In addition a district may send typed copies of the advertisement to potential suppliers or otherwise call their attention to the advertisement. (See sample advertisement, Appendix 4, page 57.)

- b. Sealed bids should be received, time-stamped, recorded, and kept in a safe place until the appointed day and time when they are publicly opened and read.
- c. Certified checks and bid bonds should be examined for accuracy and recorded when required as bid security.
- d. Bids should be checked and analyzed for compliance with specifications and law. Advice of the board's attorney is often sought concerning the latter. (See typical specifications and bid forms now used in some schools in the State--Appendix 5, page 58.)

3. Requesting quotations on an item or items involving an expenditure of \$1,500 or less.

By far the greatest number of individual purchases by school districts is for items costing less than \$1,500. This may not hold true in larger districts which can justify warehousing a host of minor items, but it is certainly the case in the majority of schools in New York State. While the basic principles of purchasing apply to all procurement, the procedure may vary in detail depending on the dollar value of the item purchased. To go through the same procedure for a \$5.00 order as for a \$1,000 order may result in a waste of both time and money. The following steps are recommended in processing quotations:

- a. Request for quotations sent to prospective suppliers or vendors (see Appendix 10, page 75).
- b. Quotations from vendors received and tabulated.
- c. Quotations checked for compliance with requirements, unit price, cash discount, f.o.b., and terms.

D. Award of Contract or Issuance of Order.

1. A contract on formal bid (usually for purchases of items in excess of \$1,500 and subject to provisions of the \$1,500 advertising law) may be awarded by a formal written contract or by the issuance of a purchase order. In either case, the award should be made to the lowest responsible bidder meeting specifications. All action must be by formal resolution of the board of education and is usually taken after recommendation is made to the chief school officer by the purchasing official. Certified checks and bid bonds received from unsuccessful bidders should be returned.

Formal contract documents are not reserved for large contracts such as for construction, but vendors (especially repairmen) often require contracts. Any contract document should be approved by the board's attorney before it is signed. The contract is signed by the designated official, usually the board president.

In most cases, school districts issue a regular purchase order after board award of contract to the successful bidder(s). The order will refer to the bid submitted, to the specifications which will be attached as part of the contract, and will bear the price or prices indicated by the bidder in his bid.

2. Purchase orders issued on purchases under \$1,500.

- a. Orders are signed by the purchasing official subject to any restrictions imposed by the terms of his appointment.
- b. Essential information to be included in the purchase order includes:
 - (1) Quantity and unit package of the item.
 - (2) Description of item or items.
 - (3) Quoted price (including whether delivered or f.o.b. shipping point).
 - (4) Packing and marking instructions.
 - (5) Method of shipment--parcel post, express, freight, truck, cheapest way.
 - (6) Place and time of delivery.
 - (7) Terms--request that any discounts by reason of payment method be stated (example: cash discount 2% ten days).
 - (8) Accounting code(s) for item(s) purchased.
- c. The purchase order should not call for services or conditions beyond those indicated on the quotation sheet and accepted by the bidder.

3. Petty cash purchases.

Petty cash purchases should not be encouraged in the purchasing program, and constant vigilance must be maintained to assure that regular purchasing procedures are not being circumvented. However, the Education Law does make provision for a Petty Cash Fund to be operated in accordance with regulations established by the Commissioner of Education. (See Section 170.3 of the Regulations of the Commissioner of Education.) These regulations limit the amount of the fund by size and type of district. In addition, they permit payment from the Petty Cash Fund only under conditions calling for immediate payment upon delivery.

E. Follow Up of Order for Delivery. The purchasing official has the responsibility for following up contracts and orders to expedite delivery. The urgency for follow up will depend on circumstances such as the need for items on a certain date, experience with the vendor, market conditions, transportation conditions, and nature of the material to be purchased. A definite routine for follow up on critical items should be established. The requisitioner should be kept advised as to the status of his requisition.

F. Invoice from Vendor. When the invoice and/or claim form is received from the vendor, the purchasing official should review it to verify that the price agrees with quotations or contract figures and the terms of the order, including f.o.b. shipping or delivery point.

If the district requires vendors to submit invoices on claim forms, they should be supplied to vendors by the district. Claim forms are processed in the same manner as an invoice.

G. Receipt of Goods. Upon receipt, goods should be checked for condition and for quantity and quality as stated in the purchase order or contract. This may be accomplished by having the receiving employee sign a packing slip or the receiving copy of the purchase order and forward it to the purchasing official as evidence of receipt of goods or materials. If only a partial shipment is received, the purchasing official may wish to prepare a confirmation order listing the material not shipped. This confirmation order will not only advise the vendor of the continued desire to secure prompt delivery of the balance of this back order, but will place in the file of outstanding orders a copy of this back order. The carbon copy of the back order confirmation will replace the original purchase order pulled from the file of outstanding orders when this original complete purchase order is attached to the invoice covering the partial shipment and moved up for audit and payment.

The purchasing agent indicates to the auditor, clerk, or other official entrusted with the processing and payment of claims that all goods covered by the claim have been received in good order. This approval of the officer giving rise to claim is required of all invoices by Education Law, Section 1724.1. The certification may be placed on each individual bill or it may appear on the warrant.

H. Quality Control. The testing of items received for conformity with specifications and for determination of potential ways to improve specifications is an important part of purchasing. Some steps that may be used are:

1. Compare with sample, if one has been submitted.
2. Apply a specific use test when possible. This means the actual application of the item for the purpose intended. Example: paper towels can be checked for ability to dry the hand without disintegrating.

3. Use a laboratory test if necessary. Example: paint can be checked for durability, consistency, spreadability, and color-fast characteristics.

1. Approval for Payment of Invoice or Claim. The final step in the purchasing procedure is the approval of the invoice or claim for payment either by the board of education or the internal auditor. As indicated under G above, this must follow notification to the accounting office that the goods covered by the claim voucher have been received in good condition. Prompt payment of claims can mean taking advantage of discounts which should result in substantial savings. School districts having an auditor (Section 2526 and Section 1709, subdivision 20-a, Education Law) to approve bills for payment are in a particularly good position to take advantage of cash discounts. The appointment of an internal claims auditor is recommended as a step forward in modernizing the structure of school business administration.

In those districts where the payment of claims must wait upon audit and approval by the board of education, special arrangements may have to be made with vendors in order to take advantage of discounts. Prompt payment promotes good relationship with vendors.

The basic steps in good procurement program discussed above are summarized in Appendix 3, page 56.

CHAPTER II

RELATIONSHIP OF PURCHASING TO OTHER SCHOOL FUNCTIONS

The purchasing procedure does not take place as an isolated administrative function. The individual responsible for purchasing must always keep in mind all functions of the school system and, in larger schools, must work closely with all offices and departments of the system.

To operate efficiently the purchasing agent must be given proper authority and cooperation in his relationship with the educational and non-teaching staff. The following are suggested as helping to define this relationship.

1. Requests for prices and/or repair service should be made by the purchasing agent, except in rare instances. In any case, the final commitment should be made by the purchasing agent through the issuance of a purchase order.
2. Salesmen should be discouraged from visiting classrooms, schools, or departments for the purpose of selling their products. For information on special or technical items, a school or department should request the visit of sales personnel through the purchasing department.
3. Communications with suppliers should be handled by purchasing personnel. Where desirable on technical matters, the purchasing agent may delegate authority to contact a supplier.
4. The purchasing agent should be in a position to seek advice from his colleagues in matters of common interest. The purchasing agent should not be expected to be an expert in all matters. For example, he should be free to counsel with the director of music or the director of physical education on matters associated with such departments.

The relationship of purchasing to other school functions is outlined below:

A. To Educational Services.

1. Designation of certain items is the responsibility of the instructional and supervisory staff, and there should be agreement on a standard of quality. Example: Textbooks are procured by the purchasing agent after adoption of texts by the board of education and upon the advice and recommendation of the chief school officer.

2. Educational personnel should be relieved of the details of procurement of supplies and equipment, including contacting sales personnel.

B. To Finance Department.

1. For budget preparation the purchasing department may:
 - a. Provide estimates of needs.
 - b. Provide market information, i.e., estimated prices, best time to purchase.
2. For budget control, cooperation is essential before purchases are made and funds encumbered.
 - a. The right time to purchase, from a market standpoint, may be the wrong time in terms of available school funds.
 - b. The finance department should be alerted concerning extraordinarily large commitments.
 - c. Allocation of funds is necessary prior to purchasing. Sufficient unencumbered balances must be available or adequate transfer of funds arranged.
 - d. Correct coding of purchases is necessary in order to charge each item to the proper account.

C. To Accounting or Auditing Division. Prior to payment, the responsible purchasing official should check the following:

1. Packing slip or duplicate copy of invoice has been properly OK'd by the receiver and the purchasing official. Any adjustments for breakage and shortage are shown.
2. Invoice is on standard claim form, if one is prescribed.
3. Invoice has been compared with purchase order and any back orders noted.
4. Available discounts are shown and taken, i.e., quantity or cash discounts.
5. Recommended accounting classification is indicated.

D. To Building or Maintenance Department.

1. Prior approval of this department should be obtained for equipment requiring utilities service or attachment to buildings.

2. Approval with reference to the safety factor of equipment to be procured should also be cleared with this unit. Some of the important considerations to check are:

- a. Potential danger to user. (Electrical equipment may be dangerous unless properly shielded.)
- b. Fire hazard. (Underwriters approval is desirable on much equipment.)
- c. Danger of splinters from wood and from sharp edges on metal.

E. To Legal Department. (May be district's legal adviser or corporation counsel.)

1. Purchasing within scope of statutes and regulations may require legal counsel.
2. Approval of contract and other forms should be required.
3. Advice in connection with acceptance of bids may be necessary.
4. The matter of proper security (certified check, performance and bid bonds) may be cleared with legal department.
5. Decision as to when informalities on formal bids may be waived is a matter for legal counsel.
6. Advice of counsel may be desirable prior to the purchasing official's recommendation to the board of education for an award of contract.
7. The approval of the form of any contract should rest with the legal department.
8. Interpretation of the following laws and regulations affecting purchasing may be necessary:
 - a. Advertising law--General Municipal Law, Section 103.
 - b. State Education Department Regulations governing transportation.
 - c. Department of Transportation Regulations governing transportation.
 - d. Minimum wage law (on public works).
 - e. Child labor law.

f. School bus purchase (Education Law, Sections 3602 and 3623; Local Finance Law, Sections 32.00 and 33.00).

g. Local school district policy.

9. School districts as governmental subdivisions are tax exempt. Taxes included on a vendor's invoice should be deducted before payment.

10. The right to reject all bids for valid cause is reserved to the school district. Also reserved is the right to reject, for cause, any bid in whole or in part; to waive technical defects, qualifications, irregularities, and omissions if in its judgment the best interests of the district will be served. Also reserved is the right to reject bids and to purchase items on State Contract or County Contract, if such items can be obtained on the same terms, conditions, specifications, and at a lower price. (County Contracts, General Municipal Law, Section 103, subdivision 3, and State Contracts, General Municipal Law, Section 104.)

CHAPTER III

PURCHASING PROCEDURES

Control of Educational Needs

Purchasing should be carried out under principles of sound business management and must be within the scope of federal and state laws, local ordinances, board of education policy, and State Education Department decisions.

It is the responsibility of the purchasing official of a school district to have the required supplies and equipment on hand when needed, in the necessary quantity, and of a quality best suited for the project. Sources of supply, price, delivery, stores management, and salvage are also generally involved in the purchasing function. A number of these aspects of purchasing are considered in this chapter.

A. Quality of Product. Circumstances and use are determining factors in quality selection. In some instances an inexpensive article is adequate. There are many other situations when only the best grade is acceptable and proves most economical in the long run. Thus, the purchasing official, with his knowledge of markets and materials, has an important part to play in the selection of quality.

1. Standardization of Equipment Authorized by Law.

Section 103 of the General Municipal Law permits a board of education to standardize on items of equipment and supplies. For example, a specific make or model of school bus or matching types and styles of furniture may be procured. (See "Standardization of Equipment Authorized by Law," Chapter IV on "Competitive Purchasing.")

2. Standard or quality selection should be cooperatively determined.

Educational supplies and equipment are generally and broadly defined as items used by schools, such as instructional, office, medical, custodial, and maintenance needs. However, there are considerations peculiar to each type of supply or equipment. Some of these are set forth below.

a. Instructional supplies and equipment.

- (1) Selection of titles and authors of textbooks is the responsibility of the educator.

- (2) For classroom equipment and supplies the purchasing agent should be an adviser to the educator in the selection of quality. This cooperative approach will assure the procurement of a quality that is consistent with long-run economy and classroom requirements.
- (3) Standard lists of supplies should be established for grades, classes, and schools. (See such list, Appendix 12, page 77.)

b. Maintenance and operations.

- (1) Equipment--the plant supervisor or the custodian may require a certain brand or manufacturer's article to fit into an established operation. For example, a particular valve may be required in a plumbing or heating system. In the procurement of such maintenance equipment as floor machines, brushes, mowers, etc., consultation between the using department and the purchasing agent should result in setting up specifications covering a satisfactory type or grade of equipment.
- (2) Supplies--the savings of a few cents in the purchase of an item may be negated by the cost of additional labor in its application or use. A cheap floor wax may require more labor for application and upkeep than a more expensive kind, thereby causing a possible additional cost for maintenance far offsetting a savings in original cost. In such matters, the custodian should be of considerable assistance as an adviser.

c. Office equipment and supplies.

- (1) The maintenance of an established system of books and records may require replacement by a particular make of equipment, such as for bookkeeping, tabulating, and data processing equipment. Standardization may, therefore, be advisable in procuring these items.
- (2) Ordinary office supplies should be purchased on a competitive basis if bidding is required because of the dollar volume, or when the quantity desired is sufficient to indicate a potential saving which will pay for the additional labor involved. Pencils, paper, typewriter ribbons, etc., should be based on specifications covering the desired quality after an agreement has been reached as to styles and types needed.

d. Transportation equipment and supplies.

- (1) Equipment such as buses and trucks should be selected on the basis of the most suitable type based on past experience and road conditions.
 - (a) Conventional type of bus (motor under hood).
 - (b) Light-duty vs. heavy-duty.
 - (c) Size of bus (pupil capacity).
- (2) For interchange of parts it may be desirable to have two or more buses or trucks of the same make in a fleet in order to insure continuing operation.
- (3) Standardization of buses is now permitted by law. (See "Standardization of Equipment Authorized by Law," Chapter IV on "Competitive Purchasing.")

3. Factors influencing quality determination in the purchase of equipment items are:

- a. Long-term or short-term investment.
- b. Economy of operation over a period of time.
- c. Budget control (availability of funds at specific time).
- d. Labor-saving possibilities.
- e. Dependability in an emergency.
- f. Ease of maintenance by board's employees.
- g. Economy in repairs--cost of parts.
- h. Service rendered by vendor when required.
- i. Standardization, if approved.
- j. Durability for the "long pull."

4. Factors influencing quality determination in purchase of supplies are:

- a. Repetitive items--supplies used constantly in a school system.
- b. Uniformity of product over a period of time.

- c. Ease of use by students, teachers, or custodians.
 - d. Economy--price not always the final factor.
 - e. Labor-saving--a final consideration in many cases.
 - f. Suitability for purpose purchased.
 - g. Standard list of supplies.
5. Some of the "yardsticks" for measuring quality are:
- a. Physical properties. Frequently, certain characteristics are important in establishing the desired quality. Tests such as the following may be made to check for such characteristics:
 - (1) Tensile strength of metals.
 - (2) Bursting, folding, and tearing strength of paper.
 - (3) Dimensions, such as tolerance in size (1/1000 of inch).
 - (4) Common thread count for textiles.
 - (5) Formula of product.
 - (6) Purity and strength of product.
 - b. Performance of product. The following examples of tests may be run to determine what a product will do or accomplish.
 - (1) Wearing and covering qualities of paint.
 - (2) Absorption qualities of paper towel.

Valuable information for the purchasing official and the using department on many products is contained in the publications Consumers' Bulletin (Consumers' Research, Inc., Washington, New Jersey) and Consumer Reports (Consumers' Union, U.S., Inc, 256 Washington St., Mt. Vernon, New York).

6. Specifications for items to be purchased should be clear and concise so as to place the basic responsibility on the seller to provide a product that will meet the needs of the user. To assure quality standards in items to be furnished, specifications should indicate to the vendor what is required and expected. Specifications may be simple or written in considerable detail depending on the importance of the item or the necessity for minute description to define type and quality demanded.

- a. Specifications may describe requirements in terms of:
- (1) Chemical composition.
 - (2) Physical, chemical, or electrical characteristics.
 - (3) Materials and method of construction.
 - (4) Dimensions and tolerance.
 - (5) Manufacturer's description or model number (the words "or equal" must be added unless standardization has been authorized).
 - (6) Board of education sample.
 - (7) Bidder's sample, when requested.
 - (8) Performance factors.
- b. Specifications and instructions, especially on bids, should include the following: (See Bid Form, Appendix 5, page 58.)
- (1) The bid price is to be the net delivered price. There is to be no charge for delivery or insurance.
 - (2) Definite or approximate quantity required.
 - (3) Where and when delivery is to be made. Reasonable penalty clause for non-delivery on time may be included if deemed essential.
 - (4) Statement when award will be made.
 - (5) If an alternate bid is requested, details must be given as to what alternate includes.
 - (6) If sample showing quality desired is available, statement where bidder may inspect such sample.
 - (7) If bidder is requested to furnish a sample for conformity, statement where and when such sample is to be delivered.
 - (8) Type of packing required.
 - (9) Statement that board reserves the right to reject all bids and to waive informalities or minor irregularities.

- (10) Requirement of bidder's guarantee that all goods meet specifications and that he will replace all non-acceptable items at his own expense.
 - (11) Sample contract documents (if any) which are to be signed by the successful bidder and the school district.
 - (12) Statement of any surety required; i.e., certified check or bid bond, and performance bond if a condition of the contract.
 - (13) If specifications call for a piece of equipment to be taken in trade, they should state where such an item may be seen by bidder.
 - (14) Explanation of how tests for conformity with specifications will be made.
 - (15) Official proposal sheet or bid form.
- c. Specifications may be based on:
- (1) A very detailed description of equipment or supplies required (see Specification, Appendix 5, page 58).
 - (2) Standard specifications available from a number of sources. Some of the best known are:
 - (a) Federal Bureau of Standards ordinarily known as Federal Specifications (write to the General Service Administration, Washington, D.C., 20025).
 - (b) Specifications of American Society for Testing and Materials (1916 Race Street, Philadelphia, Pa., 19103).
 - (c) Specifications of American Society of Mechanical Engineers (345 East 47th Street, New York, N.Y.).
 - (d) Specifications of New York State Division of Standards and Purchase (Office of General Services, South Mall Tower, 38th Floor, Albany, New York, 12223).
 - (3) The buyer's sample--available to all bidders.
 - (4) Designation of a trade name as a standard.
 - (5) Designation of a manufacturer's number as a standard, for example, Smooth-on #4 Plane.

- (6) The bidder's sample, blueprint, or catalog page. Bidder's sample, if accepted, should be retained until contract has been satisfactorily completed.

d. Specifications should be broad enough to allow for:

- (1) Compliance and competition.
- (2) Use of commercial standards or products where possible. Deviations from such standards generally result in greater costs to the district.

7. ⁶Quality control (testing). On receipt of shipment, goods should be checked to ascertain if they meet specifications. This may be done in several ways:

- a. By checking of descriptive label on standard package; i.e., to see that Smooth-on #4 Plane is so boxed and labeled.
- b. By comparing with school district's sample.
- c. By actual use test (this is one of the best and most satisfactory methods).
 - (1) Does soap or detergent do the work for which intended?
 - (2) Do towels dry hands satisfactorily?
 - (3) Is magnet test used to determine brass or steel?
 - (4) Is weight of item or groups of items checked by weighing?
 - (5) Does drawing paper take ink without feathering?
- d. By laboratory test, where necessary, in:
 - (1) School district's own facilities.
 - (2) Government or city laboratory.
 - (3) College or commercial laboratory.

B. Quantity to Be Purchased (determination of needs).

1. Non-recurring items (one-time purchase). Quantity determination for the purchase of a non-repetitive or non-recurring item to be used by one department or person presents no problem (i.e., purchase of a refrigerator for the cafeteria, a printing press for the print shop).

2. Recurring items. Quantity determination of repeat items of purchase for use by two or more departments or persons requires careful planning. Some helpful suggestions are given for expediting this kind of purchase.

- a. The purchasing official sets a specific date for bringing in requisitions for certain items or groups of items.
- b. The requirements of various units in the school are combined; i.e., a principal consolidates all the requests from various school units for a given item on one requisition.
- c. The purchasing official combines all the requisitions on a given item for the whole district.
- d. Items to be furnished have been included on standard supply lists, insofar as possible.
- e. Replacement of warehouse stock should be based on:
 - (1) Inventory or stock record of item under consideration.
 - (2) Past usage and demand.
 - (3) Increase or decrease of pupil enrollment and number of teachers.
 - (4) Information from data processing, if this system is being used.

3. Factors determining economical quantity to be purchased:

- a. Rate of use. Does the item move quickly?
- b. Standard package. It is advisable to avoid breaking standard quantities such as ream, gross, carton, or set.
- c. Transportation cost. A truck or carload lot may result in a lower unit price.

- d. Quantity discount. An extra discount for a larger purchase may not be economical if the additional quantity is in excess of need. The purchasing agent should beware of overbuying.
 - e. Inventory record. This should give an excellent picture of needs based on past usage.
 - f. Time required for delivery--whether immediate or involving extended waiting period. The economic situation at a given time may influence delivery.
 - g. Storage facilities available.
 - h. Market condition or trend.
 - i. Cooperative sharing of items by departments or groups may be possible, for example, paper cutters, paper punches, visual aids.
4. Factors favoring large quantity, infrequent purchases:
- a. Budget control. Quantity purchases will reduce number of entries against an account.
 - b. Better price. Volume purchasing frequently decreases unit cost. Price per unit may change at 25 or 100 units.
 - c. Lower delivery cost. Usually the cost per hundred-weight decreases as the tonnage increases.
 - d. Purchase department expense. Fewer orders necessitate less paper work, thus saving time and money.
 - e. Adequate and continuous supply is assured.

Many school systems have found it economical to contract for or to purchase supplies once a year on a cyclical basis. Delivery may be specified in one shipment or spread out over the year in several installments.

5. Factors favoring small, frequent purchases:
- a. Nonstorage cost. Warehousing overhead is eliminated.
 - b. No deterioration. Merchandise is used up speedily.
 - c. Less danger of obsolescence. Newer models can be ordered.

- d. Changing educational needs or user preference.
Program changes are not held up because old supplies must be used.
- e. Less insurance risk. Smaller value of stock to be protected from loss.

6. Recurring items may be purchased on annual contract or periodic large order basis for delivery as needed.

- a. Fuel oil for season's use.
- b. Electric lamps -- incandescent and fluorescent
- c. Carbon paper, typewriter ribbons, and stencils and other duplicating supplies.
- d. Milk, ice cream, bread, meats -- school lunch items.
- e. Agreements for maintenance services for office machines, motors, clocks, and boilers.

7. Types of contract--for the purchase of school materials, the Definite Quantity or the Continuous Contract may be used.

- a. Definite Quantity Contract should be used when specific amounts of material are to be purchased at one time, with delivery in one lot or at specific times during the year. For example, 1,000 reams mimeograph paper, with delivery in one shipment or 250 reams quarterly.
- b. Continuing Contract is used when amount is indefinite (but estimated) for delivery during the fiscal year. For example, fuel oil as required. School lunch items as milk, bread, and ice cream come under this heading.

8. Frequent and recurring items relatively small in value may be procured by:

- a. Blanket orders issued monthly on local dealers for emergency needs:
 - (1) Panes of window glass in less than full boxes.
 - (2) Minor repairs to motor vehicles.
 - (3) Oxygen and acetylene tank refills.
 - (4) Day-to-day custodial needs for minor repairs.

- b. Setting up policy for buying and paying cash for small, incidental items. Board must establish rules and regulations for the operation of petty cash funds in conformance with Section 170.3, Regulations of the Commissioner of Education.

9. Confirming orders for emergency supplies after approval by the purchasing agent. While this method of purchasing is not recommended, there are instances where it may justifiably be used in order to save time and labor cost ; for example, immediate repairs for electric and plumbing equipment or service.

C. Storage or Stocking of School Supplies and Equipment.

1. A central warehouse may be desirable in larger districts to provide storage facilities for the following:

- a. Extra desks and chairs for teachers and pupils.
- b. Typewriters and other equipment, i.e., record players, audio-visual equipment, etc.
- c. Common office supplies.
- d. Electrical, plumbing, and other maintenance needs
- e. Paper, pencils, crayons, and other fast-moving classroom supplies.
- f. Soaps, waxes, brushes, cans, lamps, and other custodial supplies.

2. Storerooms in school buildings. Limited space will probably prevent carrying any appreciable quantity except fast-moving items of ordinary classroom, office, and custodial supplies.

3. How much to order and store will be determined by available storage space. Whether to establish a central storeroom or warehouse depends on many factors. Among these are: size of system, number of buildings, convenience, proximity to markets, annual consumption of supplies. It is sometimes an accepted guide that if a school system has ten or more buildings to service, a central warehouse may prove economical and convenient. Before a warehouse is established, the whole matter of delivery costs and warehouse expenses should be carefully investigated in a feasibility study.

D. Inventory Records.

1. Inventory records serve several main purposes essential to an efficient school business operation. These are: (1) the identification and location of equipment, items, and stocked supplies in school buildings, offices, and in a central storehouse; (2) the basis for

estimating present value of items for insurance and budget purposes; and (3) the provision of information for quantity and adequacy control.

2. The type of records kept will vary from district to district. However, all districts may wish to include the following basic information:

- a. Description of item.
- b. Identification number.
- c. Date of entry or accession.
- d. Quantity on hand with critical balance at which time a reorder is initiated.
- e. Vendor or vendors.
- f. Cost--with depreciation or replacement value, if equipment.
- g. Location, school and room number, or warehouse.

3. Periodic physical inventory of stock and equipment is recommended. This should be done once a year for warehouse items and at specified times for valuable equipment in school buildings and offices.

- a. For insurance control.
- b. To reduce excess stock.
- c. To dispose of obsolete items.
- d. To detect pilferage or loss by other causes.

4. A perpetual inventory system is desirable.

- a. Provides for stock control.
- b. Is usually a business office record supported by cards or other inventory devices at the storage or location point. Data processing may be a help in stock control.

5. Educational contracts.

In certain areas of purchasing it is possible to procure instructional equipment on contract by which the vendor agrees to replace his product with new equipment once a year or when new designs are available. It is well to check on such items as sewing machines, stoves, refrigerators, etc., for homemaking classes. The exchanges are either on the basis of no charge or a relatively small charge for the new model.

E. Salvaging Materials The salvage of materials is usually considered a responsibility of the purchasing official. Board approval should be obtained for disposition of district-owned items in surplus.

1. Obsolescence.

- a. Items of equipment may be turned in on new purchases (e.g., old typewriters, printing press, refrigerators).
- b. Items of equipment may be offered for public sale.
 - (1) These should be advertised if they are of considerable value, or
 - (2) There may be acceptance of suitable offer from dealer or individual.
- c. In stock control it is desirable to use principle of "first in, first out" in order to use up old items and eliminate obsolescence. As far as possible old stock should be used before issuing a newer pattern or style. It is helpful to have the receiving date marked on stocked items.

2. Scrap.

- a. Metals should be sold for junk.
- b. Paper should be sold as waste paper.

Scrap items of one department may prove to be valuable experimental material for special class teachers or for craft work in another department.

CHAPTER IV
COMPETITIVE PURCHASING

Advertising Law

Competition is a basis for all purchasing, whether it be in industry or by governmental agency. The purchasing agent for a public school district, however, has many more restrictions placed on him than has the industrial purchasing agent. Federal and State laws as well as board policy set forth certain procedures which must be followed.

A. The Underlying Principles of Purchasing by Competitive Bidding.

1. To give all recognized and responsible vendors equal opportunity in furnishing supplies and equipment and services to the district.
2. To prevent the favoring of one vendor over another.
3. To keep district taxpayers informed on business matters pertaining to schools.
4. To prevent fraud on the part of the purchasing official.

B. Purchases Exceeding \$1,500 for Materials, Equipment, or Supplies.

A purchasing procedure for all school districts in the State was established by Chapter 861 of the Laws of 1953 which added to the General Municipal Law Article 5-A containing Section 103. This Section, as last amended, reads as follows:

"Advertising for bids; letting of contracts.

1. Except as otherwise expressly provided by an act of the legislature or by a local law adopted prior to September first, nineteen hundred fifty-three, all contracts for public work involving an expenditure of more than thirty-five hundred dollars and all purchase contracts involving an expenditure of more than fifteen hundred dollars, shall be awarded by the appropriate officer, board or agency of a political subdivision or of any district therein including but not limited to a soil conservation district, to the lowest responsible bidder, furnishing the required security after advertisement for sealed bids in the manner provided by this section. In any case where a responsible bidder's gross price is reducible by an allowance for the value of used machinery, equipment, apparatus or tools to be traded in by a political subdivision, the gross price shall be reduced by the amount of such allowance, for the purpose of determining the low bid. In cases where two or more responsible bidders furnishing the required security submit identical bids as to price, such officer, board or agency may

award the contract to any of such bidders. Such officer, board or agency may, in his or its discretion, reject all bids and readvertise for new bids in the manner provided by this section.

"2. Advertisement for bids shall be published in the official newspaper or newspapers, if any, or otherwise in a newspaper or newspapers designated for such purpose. Such advertisement shall contain a statement of the time when and place where all bids received pursuant to such notice will be publicly opened and read. Such board or agency may by resolution designate any officer or employee to open the bids at the time and place specified in the notice. Such designee shall make a record of such bids in such form and detail as the board or agency shall prescribe and present the same at the next regular or special meeting of such board or agency. All bids received shall be publicly opened and read at the time and place so specified. At least five days shall elapse between the first publication of such advertisement and the date so specified for the opening and reading of bids."

There have been several amendments to this law since its adoption. Some have liberalized its provisions and others have interpreted its meaning. Noteworthy amendments are referred to in this handbook.

A few of the questions and problems which have been clarified by the Division of Educational Management Services and the Office of Counsel of the State Education Department are presented under the following headings:

1. What does the law cover? The Advertising Law requires competitive bidding on all purchase contracts involving an expenditure of more than \$1,500 annually for items of materials, supplies, and equipment. This is generally interpreted as covering groups of items as well as individual items. Instead of referring to only one type of pencil, crayon, etc., included are groups of pencils, crayons, etc., provided the annual expenditure of such groups is more than \$1,500. The law does not cover service contracts such as for insurance, telephone, electricity, water, or services performed by engineers, architects, and attorneys.

2. Does the law require advertising in connection with the purchase of a season's supply of fuel oil for delivery on demand or the purchase of school lunch supplies, milk and ice cream, bread and meats as required? Yes. This should become regular procedure for all districts where consumption of such items is above the \$1,500 limit.

3. Instead of formally advertising, may a district buy an item of supply in two lots during the year if neither consignment reaches \$1,500 value? This is a realistic question, and several factors enter into its consideration. For example, the total value of mimeograph paper or paper towels used during the year might run over \$1,500, but if purchased one-half in July and the other half in December, would be less than \$1,500 for each purchase. Lack of storage facilities could also be a deterrent to accepting delivery in one lot. Other considerations may exist which would justify dividing the purchase. However, it is necessary to advertise if the annual purchases exceed \$1,500 regardless of the number of deliveries called for during the school year.

4. What is the basis for local action? The general intent of the law, and the school district's responsibility thereunder should be the basis for action. The general interest of the taxpayers and the economical and efficient operation of the schools should dictate the action to be taken by the district. Circumstances vary, and a procedure considered good for one district could work to the detriment of another. In Pioneer Coal Company vs Board of Education of the City of Rochester, Monroe County Supreme Court, Wheeler, J., September 10, 1949, it was held that "It is the well-settled law of this state that in the absence of fraud, corruption, or abuse of discretion, the judgment or discretion of the proper officials will not be disturbed by the courts." However, evading the intent of the law cannot be countenanced.

5. How tight should a specification be written? Here again circumstances will be the determining factor. For example, a school district has the right to determine the kind of bus it requires as to type, size, power unit, and other important factors. Generally accepted educational practices may make it desirable to have the several makes of typewriters and office machines available for students, rather than have all typewriters of one make. The same principle may apply to homemaking equipment and shop machines. Educational authorities have the responsibility to specify which textbook is to be used without regard to competition. School officials certainly have the right to determine the type of pupil seating best adapted, in their opinion, for a particular district. It may be highly desirable to match existing furniture as far as possible in order to provide for flexibility and interchange of equipment. Even a manufacturer's style or symbol may be mentioned in a specification to indicate the standard required. However, the phrase "or equivalent" should be included in order to provide for competitive bidding. When the low bidder offers an alternate or substitute, the board must determine whether the item offered is, in fact, equal to that specified. Remember that the award must be made to the lowest responsible bidder meeting specifications. Bidders may be disqualified for failure to meet specifications.

6. \$1,500 refers to the net, not the gross price. In 1962 Section 103 of the General Municipal Law was amended clarifying that the \$1,500 limit applies to the net rather than the gross price. "In any case where a responsible bidder's gross price is reducible by an allowance for the value of used machinery, equipment, apparatus or tools to be traded in by a political subdivision, the gross price shall be reduced by the amount of such allowance for the purpose of determining the low bid." Examples are old typewriters, lathes, sewing machines, etc., turned in on purchase of new and so indicated in specifications. In such cases the bidding sheet usually provides for a gross price for the new item or items, less an allowance for the trade-ins, and the resulting net delivered price.

When a discount is involved, the net price is the determining factor as to whether an item comes under the \$1,500 limitation. Thus, the discount is not considered to be a part of the payment. However, the specification should state that the board reserves the right to purchase by individual items, groups of items, or by total of all items in line with the best interests of the school district. The board should also specify that all discounts will be considered in determining the lowest responsible bidder.

7. Standardization of equipment authorized by law. Section 103 of the General Municipal Law makes it possible for a board of education to standardize on a particular type or kind of equipment, material, or supplies by adopting a resolution, "by a vote of at least two-thirds of the members of the governing body of a political subdivision" affirming that there is need for standardization. The "resolution shall contain a full explanation for its adoption." However, this action does not eliminate the necessity of advertising for bids and awarding the contract "to the lowest responsible bidder furnishing the required security."

Standardization, as the word implies, permits and defines the purchase of a specific make, model, or type of equipment or supply. For example, to concentrate on one satisfactory make or model of school bus may be practical and economical because of the interchange of parts, or the ability of personnel to operate any one of the fleet of buses; or in the case of school or library equipment, it may be desirable to match existing furniture in design or color for aesthetic reasons.

Although the approval of such action by a governing board does not eliminate the need for formal advertising on purchases over \$1,500, the words "or equal"--"or equivalent" are not required in the specifications. The make or model may be specified, and anyone who can furnish the item may bid. It would be advisable for the specifications to indicate that the board has standardized on the item(s).

The same amendment also provides that "surplus and second-hand supplies, material, or equipment may be purchased without competitive bidding from the federal government, the State of New York, or any other political subdivision or district."

The Office of Counsel of the State Education Department has indicated that competitive bids are not required on new textbooks when the publisher is the sole source of supply. In the case of textbooks, however, it is advisable for the purchasing official to ascertain their cost on both a delivered price and at the publisher's plant. Then, on the basis of transportation costs, the district may determine which bid is the most beneficial. Library books and magazine subscriptions should be advertised, if the total is over \$1,500, as various vendors may be in position to bid.

8. Emergency purchases without bidding are also provided for in an amendment to the advertising law. A public emergency may arise out of an accident or other unforeseen occurrence which could affect the life, health, or safety of children and where immediate action can, not await competitive bidding. Fire or damage by the elements to electric systems or school plumbing come under this head. Authority for emergency purchasing is contained in Section 103, subdivision 4, of the General Municipal Law. Note the words "accident" and "unforeseen occurrence." Boards of education should observe strict definition in declaring the existence of an emergency.

9. Advertising for bids, as required by the law, seems clear enough. To obtain as much coverage as possible and to reach the best markets, the suggestion is made for small or rural districts to advertise in a newspaper in the nearest city as well as in the rural paper. To be sure that the information covered by the advertisement is seen by suppliers who could bid on the district's requirements, it is well to mail copies of the advertisement and specifications to prospective vendors known to the school purchasing official and to post notices of bids in the district's business office. At least five days (preferably working days) must elapse between the first publication of an advertisement and the date specified for the opening of bids. It is preferable, if time permits, to allow from ten days to two weeks on bids.

10. Opening of bids. Advertised bids must be opened publicly and read aloud. Bidders and/or other interested persons may attend such openings. Bids should be opened by the purchasing agent or any other designated person. If there are no spectators present, it is advisable to have another person from the business office or administrative staff present as witness.

11. Recording and safekeeping of bids. Bids may be received at any time after advertising and before they are opened and read. It is highly desirable to date and time stamp the bids when received. Usually a special or distinctive envelope is provided by the district to identify the bid by name such as "Bid for Library Furniture" so that if bids for more than one project are to be opened at the same date and time, they may be properly grouped before opening. Any bid received after the official time for opening cannot be considered. A letter should be sent to the bidder with the unopened bid stating that bid was received after official time of opening.

12. Award of contract. If the board of education is in session when bids are opened, a contract may be awarded at once. However, it is advisable to review bids carefully, and a reasonable time may elapse between opening of bids and award of contract. In case identical bids are received, the award may not be divided. The board should determine which bidder is to receive the contract; or if the board believes there may be collusion between bidders, all bids may be rejected and readvertised.

13. Equipment requiring installation. This handbook does not go into detail in connection with construction contracts (new buildings, additions to buildings, etc.). However, when bids are requested on equipment to be installed or erected in a school building (such as lockers, shelving, and science equipment), the district should, in its specifications and instructions to bidders, specify that the vendor is to comply with all state and local regulations relating to labor, such as minimum hourly wage, working conditions, insurance, and safety factors. The inclusion of such requirements may eliminate confusion and possible misunderstanding between the vendor and the district as the work progresses and insure no work stoppage because of infringement of labor laws or regulations.

14. Bidder's withdrawal of bid submitted. Information to bidders usually states that bids cannot be withdrawn for a specified number of days, e.g., 45 days. A problem arises when a contractor, upon being notified that he will be awarded a contract for a job, refuses to enter into a contract of performance because he discovers he made a mistake in preparing his bid and cannot perform at the price mistakenly quoted. Many such cases have "gone to court." A contractor is generally allowed to avoid his commitment if he can meet all of the five following conditions: (1) His mistake is material - it involves an amount so large as to result in a substantial loss to him. (2) Enforcement of the contract is unconscionable (excessive, unreasonable, unfair, unjust). The contractor must be able to show that performance will amount to a hardship on him. (3) The mistake is not due to gross negligence - when the figure he submitted in his bid is erroneous because of a mathematical or clerical error in tabulating or transferring figures. Relief would be denied for an error in judgment. (4) The bid must not work a substantial hardship on the school district - that is going to the next higher bidder will not cause unreasonable hardship on the district. (5) Prompt notice of the error must have been given to the owner of the work project before the award is made.

CHAPTER V

PURCHASING THROUGH AGENCIES OTHER THAN VENDORS

A. Office of General Services. State laws make it possible for school districts to purchase supplies and equipment through the State Office of General Services.¹

1. The Office of General Services is the central procurement agency for the State of New York. Its purchases for state departments and institutions and political subdivisions average more than \$300 million a year. This office makes contracts covering more than 475 groups of commodities, many of which are used by school districts. A list of such groups, issued by the Office of General Services, and a breakdown of individual items is included in the "Index of Commodities." Copies of these lists may be obtained by school districts on request to the Office of General Services, South Mall Tower, 38th Floor, Albany, New York, 12223.

School districts may order from state contracts, and information on existing contracts is contained in "Award" sheets issued by the Office of General Services covering the various groups listed. Names of contractors, together with price and packaging, are included, and a district may send orders at state contract prices direct to the companies listed. Examples of commodities which may be purchased are:

- Copy Machines and Supplies
- Food Supplies, Cafeteria
- Fuel
- Office Equipment and Supplies
- Mechanical and Motorized Equipment (buses)
- Laboratory Equipment and Supplies
- Miscellaneous Equipment and Supplies
- Gasoline
- Transportation Supplies (tires, tubes, grease, oil
anti-freeze, batteries, etc.)
- School Furniture
- School and Art Supplies
- Athletic and Playground Equipment
- Pianos and Music Instruments
- Paints
- Paper Products (art, fine, towels, etc.)

The procedures which districts must follow in obtaining information and in participating in State Purchase Contracts is described in Letter CL-11 dated April 24, 1972. This letter may be obtained from the Office of General Services.

¹Article S-A, Section 104, General Municipal Law.

The Office of General Services does not actively solicit participation by school districts in their purchase contracts, but welcomes inquiries and provides information on request. The Office, also on request, develops quality specifications, provides inspection services, makes chemical and minor physical analyses of commodity samples, and negotiates special purchases.

Purchases of any dollar value may be made through the Office of General Services without competitive bidding.

A district may advertise for bids, then reject all and buy under State Contracts if it is to its advantage, providing the specifications are clear in this respect.

B. Purchase of prison-made goods. Section 184 of the State Correction Law, as well as an interim opinion by the Attorney General, makes it mandatory for all subdivisions of the State, including school districts, to secure their requirements from the Division of Industries, State Department of Correction, to the extent to which such requirements can be supplied. If the desired goods are not promptly available, a "Certificate of Release" should be obtained from the Division of Industries. A catalog of prison-made goods may be obtained from Department of Correction, Division of Industries, State Campus, Building #2, Albany, New York, 12226.

C. Blind-made products, that meet the requirements of a school district, must be purchased from Industries for the Blind of New York State without public bidding as stated in Sections 175-a and 175-b of the State Finance Law.² Suitable products produced by the blind and generally used by schools, such as brooms, brushes, wet mops, dust mops, towels, and other items have been approved by the Office of General Services for specifications and price, and are listed in a catalog of products which is available from the Industries for the Blind of New York State, Inc., 2208 Jericho Turnpike, Garden City Park, New York, 11040.

D. Participation in county contracts. School districts are permitted by law to take advantage of county purchasing contracts providing the program has been authorized by the Board of Supervisors of the county in which the school district is located.³

²State Finance Law, Sections 162, 175, 175-a, 175-b; State Correction Law, Section 184.

³General Municipal Law, Section 103, Subdivision 3.

E. Cooperative purchasing agreements may be made by two or more school districts. Any agreement entered into must have the approval of the governing bodies of each district willing to participate, and costs of operation are prorated in accordance with the volume of purchases and utilization of these arrangements by each participating district. Such a joint operation may be effected through a Board of Cooperative Educational Services.⁴

In addition to cooperative purchasing agreements, it is possible for two or more school districts jointly to advertise and receive bids for any materials or supplies desired, provided regulations are followed which apply for any purchases made by individual districts. Agreements must be clear as to procedural details and specifications between the participating school districts, before such joint action can be undertaken.

The participating districts may appoint one official or one body to recommend award of contracts after advertising and bidding. Specifications may also be written requiring vendors to deliver items to and bill each district separately for its portion of the contract.

It has been demonstrated that cooperative purchasing by two or more districts has resulted in lower prices because of the larger quantities involved, and savings have resulted to the districts in expense, time, and effort.

Buses, among other items, have been purchased cooperatively to the advantage of the participating districts, where the districts have agreed in advance on common specifications. Many other items of supplies and equipment lend themselves to cooperative purchasing.

The advertising law still applies in cooperative bidding and purchasing projects.

⁴General Municipal Law, Section 119-o.

CHAPTER VI

PURCHASING FORMS, RECORDS, AND RECOMMENDATIONS

In order to perform his duties and serve his district effectively, the school purchasing official requires information, records, and forms. Depending on the size of the district, these tools may be complex or simple. Adequacy and expediency should be the test. Not the least of the aids to good purchasing is a continuous evaluation of the procurement program.

A. Purchasing Records.

1. Commodity information records may be on cards or loose-leaf pages with description of item of equipment or supply entered on them. A supply of such forms can be reproduced in the desired format in advance of need.
2. Record of orders placed include:
 - a. Date of order, order number, and name of vendor.
 - b. Quantity, unit price, total price.
 - c. Record of receipt.
 - d. Comments as to quality, service, delivery, packing, etc.
3. Vendors' directory should include:
 - a. Office address and phone number of vendor.
 - b. Name of person to be contacted.
 - c. Type of supplies or equipment carried.
 - d. Financial rating or comments.
 - e. Notes on past performance.
4. Contract record for formal purchase contracts and public work contracts, over \$1,500 and \$3,500 respectively, should contain official data and papers on such contracts.
5. Specifications record should include:
 - a. Description of common-use supplies.
 - b. Comprehensive details on equipment frequently procured with changes entered as required to keep information up to date.

6. Periodic reorder calendar or tickler file should be maintained:
 - a. For annual items.
 - b. For seasonal items--example: lawn mowers, snow shovels, rock salt.
 - c. Special items requiring time element for delivery.
7. Follow-up record of orders should be kept:
 - a. On specific orders, where advisable because of importance of meeting delivery date.
 - b. Routine check should provide for periodic cancellation of outdated orders or for failure to meet conditions of order.
8. Receipt of supplies and services record for auditing purposes.
9. Inventory sheets should be filed in purchasing office if responsibility for the inventory is in purchasing office, otherwise filed in the office most concerned.
10. Catalog files are an important help in the purchasing function. Catalogs should be arranged so as to be easily accessible, not only to the purchasing official, but to all interested persons in the school organization. Catalogs should be kept current and dated on receipt. Collectively, they become a library of valuable information. A card file with cross references, such as is used in a library, will assist in filing catalogs and in issuing them to interested school personnel.
11. A container record should be kept for items such as oxygen cylinders, oil and soap containers billed to the district by the vendor and returnable for credit.
12. A salvage record should be kept for disposed equipment or scrap sold.
13. Automated data processing is a valuable management tool for the purchasing agent. Specifically, services from the computer center may be utilized in two areas applicable to the purchasing function--inventory control and accounting. Examples of information obtained from data processing include control of minimum and maximum inventory levels, reordering, scheduling of deliveries, product information, accounts payable, and much more. The total cost of purchasing may be reduced considerably by minimizing paperwork and red tape. Holding down the cost of material acquisition is the first step toward purchasing efficiency.

The programming devised for inventory control and/or accounting will depend on the information required by the purchasing department. Programming will vary according to the particular situation.

The automated data processing system must be tailored to the definite needs of the particular school district. When the need for a more efficient operation is required, an automated data processing system may be the answer to the problem. The decision for automation should be considered carefully, and a study should be made of the system of recording, processing, storing, retrieving, and using data. Future volume of information, allowing for growth factors, should be determined in the study also.

Computer services are an important managerial aid in the areas of planning, analysis, recordkeeping, tabulating, and research. The data processing system employed should be carefully analyzed and tested before final program adoption. "Debugging" a new program and running parallel systems before accepting the new and discontinuing the old will eliminate time consuming problems when the program is set up and operational. The final results will be only as good as the raw data input in any data processing system.

B. Purchasing Forms.

1. Requisitions. In some districts a single requisition form may serve all purposes and types of requests. In other districts, depending on size and variety of activities, several different special purpose requisition forms may be desirable for efficient operation of the purchasing function. There appears to be no set standard as to type and number of forms. The following comments describe some of the current practices in this State:

- a. In relatively small city and central school districts, two requisition forms may be used.
 - (1) General requisition to cover both the direct purchase of an item and the furnishing of the article from the warehouse.
 - (a) Original copy to business office.
 - (b) Carbon copy retained at school.
 - (2) Building requisition--to cover changes in buildings or equipment to be attached to building or connected with services.
 - (a) Original copy to business office or building and grounds department.
 - (b) Copy retained at school.

2. Annual Requisition Forms. When purchasing is done on an annual basis, the following specialized and pre-established annual requisition forms or standard supply lists for recurring supplies and equipment needs may be used. The group listings indicate the breakdown into items pertaining to the department or service named.

- (1) General art and crafts.
- (2) General school supplies.
- (3) Industrial arts supplies.
- (4) Health supplies.
- (5) Homemaking supplies.
- (6) Kindergarten supplies.
- (7) Library books and supplies.
- (8) Various school equipment: desks, chairs, tables, typewriters.
- (9) Textbooks and workbooks.
- (10) Magazines.
- (11) Musical instruments.
- (12) Science supplies and equipment.
- (13) Audio-visual supplies and equipment, television, radio, etc.
- (14) Physical education and interscholastic sports supplies and equipment.
- (15) Custodial supplies.
- (16) Maintenance equipment.
- (17) Transportation supplies and equipment.
- (18) Cafeteria supplies and equipment.

The above requisition forms should have a place to indicate quantity on hand, quantity needed, unit cost, and net order. They should be approved by the school building principal before being sent to the central office.

- b. In some of the larger districts of the State the following types of requisition forms and procedures have been standardized:
- (1) Requisition for direct purchase. Used for all items not kept in stock. (See sample form, Appendix 7, page 72.)
 - (a) One copy sent to purchasing office.
 - (b) Carbon copy retained at initiating school or department.
 - (2) Requisition for maintenance, repairs, and installation. Used for repairs to buildings, services, installations of equipment that fasten to buildings. (See sample form, Appendix 8, page 73.)
 - (a) One copy to purchasing department for routing and numbering.
 - (b) One copy to buildings and grounds department.
 - (c) Carbon retained at school.
 - (3) Requisition from warehouse stock. (See sample form, Appendix 9, page 74.)
 - (a) Original and one copy to business office. The copy returned to school with goods requested.
 - (b) One copy retained at school.
- c. Very large school districts may use other forms for supply and equipment items, for example:
- (1) Requisition for warehouse supply. Used only by warehouse to replenish its stock by purchase.
 - (2) Requisition for work by buildings and grounds staff.
 - (3) Requisition for public work contracts.
 - (4) Release form. Used to cover release of items of equipment or supply for return to storage when no longer needed by school, either oversupply or obsolescence.

3. Quotation. (See sample, Appendix 10, page 75.)

This may be a very simple mimeographed form or printed form with sufficient space to indicate in detail what is required and additional space for the bidder to enter his price. Established procedures will facilitate the processing of these forms both by the district and by the potential vendor.

- a. Use of a uniform quotation form, i.e., 8½" x 11".
- b. Completion in duplicate, providing the vendor with a worksheet copy and a copy to return to the district as the quotation.
- c. Allowance of sufficient space on sheet for bidder's interpretation of each item.

4. Purchase order form. (See sample, Appendix 11, page 76.)

No two districts whose forms have been studied use the same order form. The number of copies of an order used varies from two to eight. Here again, a form that fits the needs of the district is obviously desirable. Where only two copies are typed, the original is sent to the vendor, and the duplicate remains in the purchasing or school district's business office. If general agreement could be reached on the most efficient number of copies of orders to be written, the chances are good that three or four would suffice. The distribution of a four-copy order form could well be as follows:

- a. Original copy to vendor.
- b. One copy for encumbering; thence to active numerical file of unfilled orders; to inactive numerical file when order is filled.
- c. One copy to active alphabetical-by-vendor file; when bill is paid, to requisitioner. Price may be entered for reference.
- d. One copy to requisitioner to be used as the receiving copy. When signed by the requisitioner and returned with the delivery slip, it shows that goods have been received and thereby furnishes a basis for payment of claim.

To simplify filing and identification, the four copies should be in four colors, for example: white, pink, yellow, and green.

It is a simple matter to increase the number of copies of the order form, and perhaps a reasonable use may be found for all copies authorized. However, it is much easier to add one additional copy than it is to reduce the number of copies. After once having an order copy, an individual or department only reluctantly relinquishes it, even though the need for the copy may be slight.

5. Order follow-up or expeditor form. This may be a printed postcard or a printed form sent to vendor requesting information as to delivery date on order or orders already placed.

6. Receiving report may be one of the copies of the purchase order or a special form. The receiver's signature and date of receipt of goods are required on this copy before payment is authorized.

C. Purchasing Tips.

1. Timing purchases--the school district will benefit from prompt delivery and will avoid drop shipments and back orders by placing orders at times other than the suppliers' peak-load period. This peak of purchase activity for school equipment and supplies is usually from June through August.

2. Off-season purchases--it is generally good business practice to purchase seasonal goods in the off season: lawn mowers and garden equipment in the winter when factories face a slack period; snow shovels in the summer. Contracts for fuel oil may be awarded in the summer.

3. Packaging instructions--the relative advantages of the several methods of packing and delivery in terms of cost and convenience should be weighed. Shipment to a central point costs less than drop shipments to individual schools. However, unpacking and local delivery costs may offset the initial savings.

4. Formalizing procedures--by formalizing purchasing procedures and reducing procedural instructions to writing, associates and interested personnel will benefit.

5. Standard supply lists--these may include all commonly used standard items organized in groupings such as office, general classroom, art, science, custodial, health, etc. (See Appendix 12, page 77.)

6. Control--all requests for price, repair services, and purchases are to be made through the purchasing office.

7. Vendor calls--salesmen should be discouraged from making calls on teachers in schools or on maintenance employees without first clearing with the purchasing agent and building principal.

8. New information--the purchasing agent should strive constantly to increase his knowledge of new materials, services, sources, and processes and should suggest new items to interested personnel.

9. Objectivity--No favoritism should be extended to any vendors. All transactions should be on the basis of quality, price, delivery, and service.

10. Personal purchases--purchasing agents should not make personal purchases for staff personnel.

11. Contact with vendors--the purchasing agent should periodically visit vendors' plants or places of business to keep informed on new items, materials, and processes.

D. Sources of Purchasing Information. The following volumes and publications are appropriate to have available for reference purposes in any purchasing office.

1. Educational Periodicals:

American School & University, North American Publishing Co., 134 N. 13th Street, Philadelphia, Pa., 19107.

Nation's Schools, McGraw-Hill Publications, 1050 Merchandise Mart, Chicago, Illinois, 60654

School Management, Professional Magazines, Inc., 22 West Putnam Avenue, Greenwich, Conn., 06830.

2. Purchasing Periodicals:

Purchasing, (a national magazine of industrial purchasing) Conover-Mast Publications, 205 E. 42nd St., New York, New York, 10017.

Purchasing Week, McGraw-Hill Publishing Company, 330 West 42nd St., New York, New York.

3. Miscellaneous:

Thomas' Register of American Manufacturers, Thomas Publishing Company, 461 Eighth Avenue, New York, New York, 10001. Annually. (This is a complete list of manufacturers by product, by manufacturer's name, and by trade name.)

MacRae's Blue Book, MacRae's Blue Book Company, 100 Shore Dr., Hinsdale, Illinois, 60521. (Similar to Thomas' Register.)

Education Department Reports (Judicial Decisions of the Commissioner). (These reports contain rulings of the Commissioner of Education. They may be seen at most law libraries. Copies may be purchased from the New York State Education Department Publications Distribution Unit, Room 169, Education Building Annex, Albany, New York, 12224.)

Telephone Directory, Classified Section.

Consumers' Bulletin, Consumers' Research, Inc., Washington, New Jersey, 07882.

Consumer Reports, Consumers' Union, U.S., Inc.,
256 Washington St., Mt. Vernon, New York, 10550.

American Society for Testing and Materials, 1916 Race St.,
Philadelphia, Pa., 19103.

4. Reference Texts:

Purchasing, Heinritz, S.F.: Third Edition, Prentice-Hall,
1961, Englewood Cliffs, New Jersey, 07632.

Procurement, Principles, and Cases, Lewis, H.T.:
R.D. Irwin, Inc., 1952, Homewood, Illinois, 60430.

Materials Handbook, an Encyclopedia for Purchasing Agents,
Engineers, Executives, Foremen, Brady, G.S.: McGraw-Hill
Book Co., 1971, 1221 Ave. of the Americas, New York, New
York, 10020.

Industrial Purchasing--Principles and Practices, Colton, R.R.:
Charles E. Merrill Books, Inc., 1962, Columbus, Ohio, 43200.

Business Management of Local School Systems, Knezevich, S.J.
& Fowlkes, J.G.: Harper & Brothers, 1960, New York, New
York, 10017.

Purchasing for Educational Institutions, Ritterskamp, J.J.,
Abbott, F.L., & Ahrens, B.C.: Bureau of Publications,
1961, Teachers College, Columbia University, New York,
New York, 10025.

Purchasing and Supply Management for School Business
Officials, Bulletin #22, 1962, Association of School
Business Officials, 2424 W. Lawrence Avenue, Chicago,
Illinois, 60625.

School Business Administration, Linn, H.H.: Ronald Press
Co., 1956, 79 Madison Avenue, New York, New York, 10016.

Handbook on New York State Bidding Law, 1973, Mid-Hudson
School Study Council, State University College, New Paltz,
New York, 12561.

Purchasing Handbook, Aljian, G.W.: Second Edition, McGraw-
Hill Book Co., 1966, 1221 Avenue of the Americas, New York,
New York, 10020.

Governmental Purchasing, Forbes, R.: Harper & Brothers, 1929,
New York, New York, 10017.

E. Professional Associations.

The purchasing official may benefit himself and his school district by direct contact with other officials in the same position and by active participation in associations interested in purchasing procedure. Organizations supported by New York State school district personnel are:

1. New York State Association of School Business Officials, Executive Secretary and Treasurer, P. O. Box 7303, Capitol Station, Albany, New York, 12224.

2. Association of School Business Officials of the United States and Canada, 2424 West Lawrence Avenue, Chicago, Illinois, 60625.

3. National Association of Purchasing Management, 11 Park Place, New York, New York, 10007.

4. National Institute of Governmental Purchasing, 1001 Connecticut Avenue, N. W., Washington, D. C., 20036.

F. Criteria for evaluating methods of procurement should be established by the purchasing agent. Some of these are as follows:

1. Are procedures as simple as possible?

2. Do they meet all legal requirements?

3. Do they provide sufficient records for efficient operation?

4. Are they as flexible as possible to meet changing conditions, requirements, and prices?

5. Are cost and inventory controls maintained?

6. Is the purchasing procedure economical?

7. Is budget control maintained?

8. Are the best interests and objectives of the educational program promoted by the supplies and equipment purchased under these procedures?

9. Are procedures rapid enough to prevent unnecessary supply shortages?

G. Good Public Relations. The purchasing agent is in an excellent position to promote good public relations through his business contacts. His reputation for fairness should:

1. Earn the respect of his associates.

2. Enhance the reputation of the board of education for ethical business procedures.

3. Merit the confidence of the public.

4. Result in good vendor relations.

In interviewing salesmen, the purchasing official should endeavor to:

1. Keep waiting time of salesmen to a minimum.

2. Give the salesmen a fair hearing.

3. Be frank--if product cannot be used, advise salesmen to that effect.

Purchasing locally may be a factor in good public relations. To what extent this can be carried on becomes a serious consideration. The following quotation is a very fair approach to the question and may be assumed to apply to a school district as well as to any other governmental agency or subdivision:

"It is believed, however, that a government agency should award its orders on the same principle as a private corporation and should aim to secure the best quality and service per dollar of expenditure. A price differential in favor of local dealers, while returning to them a part of their taxes, may penalize the general taxpaying public. A government purchasing agent should secure as widespread competition as possible, and the local or state dealer should enjoy a preference, all other factors being equal, but not a price differential in his favor."⁵

H. Ethics of Purchasing. Although the purchasing practices listed herein are widely accepted, the final decisions remain largely a matter of personal judgment. These judgments are developed to a great extent through personal contacts and relationships. Through his conduct and dealings with vendors, the purchasing official reflects the school board's reputation for courtesy and fair dealing. The purchasing official must maintain a high ethical standard of conduct and a reputation that is above the suspicion of unethical behavior. Two organizations which have made statements of codes are the National Association of Educational Buyers (purchasing officials of colleges and universities) and the New York State Association of School Business Officials. The code for the latter is as follows:

⁵Forbes, R., Governmental Purchasing, (New York: Harper & Brothers, 1929), pages 179-180.

CODE OF ETHICS FOR SCHOOL PURCHASING OFFICIALS⁶

1. To consider first the interests of the school district and the betterment of its educational program.
2. To endeavor to obtain the greatest value for every tax dollar expended.
3. To be receptive to advice and suggestions from colleagues, both in the educational field and in other departments of business administration, insofar as such advice and suggestions are not in conflict with legal or moral restrictions in purchasing procedures.
4. To strive for knowledge of school equipment and supplies in order to recommend items that may either reduce cost or increase the efficiency of the means of education.
5. To insist on and expect honesty in sales representation whether offered verbally or in writing, through the medium of advertising or in the sample of a product submitted.
6. To give all responsible bidders equal consideration and the assurance of unbiased judgment in determining whether their product meets specifications and the educational needs of the district.
7. To discourage the offer of, and to decline, gifts which in any way might influence the purchase of school equipment and supplies.
8. To accord a prompt and courteous reception, insofar as conditions permit, to all who call on legitimate business missions.
9. To counsel and assist fellow school purchasing officials in the performance of their duties whenever occasion permits.
10. To cooperate with educational, governmental, and trade associations in the promotion and development of sound business methods in the procurement of school equipment and supplies.

⁶This code of ethics was formally adopted by the New York State Association of School Business Officials, May 26, 1954.

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APPENDIX 1

POSITION GUIDE FOR PURCHASING AGENT

General Statement of Duties:

The school district purchasing agent is responsible for the purchasing of all supplies, materials, equipment, and services for the school district and does related work as required.

Distinguishing Features of the Class:

This is a responsible administrative post involving the formulating of plans and policies and the development of purchasing procedures and forms to achieve efficient, economical, and timely procurement to meet the district's needs.

The work entails responsibility for the operation of the school district's central storage and distribution facilities, various service shops, and the delivery service where such exist.

He supervises purchasing clerical and technical personnel.

The purchasing agent works subject to the policies and administrative regulations of the board of education and is under the direct supervision of the school business administrator.

He establishes and maintains desirable relationships with vendors and company representatives.

Examples of Work:

Drafts and recommends to his immediate superior the general policies and procedures for handling purchases for the school district.

Confers with principals, directors, supervisors, department heads, and other appropriate personnel in their needs.

Directs the receiving, processing, routing, and filing of all approved requisitions.

Exercises leadership in the development and maintenance of standard supply lists.

Keeps abreast of current price trends, market conditions, and new and improved items of supply and service.

Maintains current information concerning sources of supply such as Surplus Property Administration, State Contracts, Industries for the Blind, Division of Industries of the Department of Correction, etc.

Interviews sales representatives.

Schedules purchases to assure that proper supplies, materials, equipment, and services are available where and when needed.

Prepares specifications and solicits informal quotations and formal bids.

Receives, opens, examines, and tabulates the results of quotations and bids according to procedures required by board policy and statutes.

Makes recommendations concerning bid awards to his immediate supervisor.

Maintains specification files and bidders' lists.

Checks on deliveries of supplies, materials, equipment, and services.

Maintains testing and quality control procedures.

Maintains inventories of consumable supplies and materials.

Initiates where appropriate, and participates in cooperative bidding/purchasing efforts.

Maintains the fixed assets inventory as required by the Uniform System of Accounts.

Supervises technical and clerical personnel assigned to the purchasing function.

Required Knowledges, Skills, and Abilities:

Extensive knowledge of supply markets, trade conditions, business methods, and purchasing practices in general.

Knowledge of the special nature of procuring supplies, materials, equipment, and services to meet educational needs.

Familiarity with current studies and literature in the field of educational, industrial, and governmental purchasing.

Knowledge of modern principles and practices of purchasing.

Comprehensive knowledge of business procedures, forms, and equipment.

Comprehensive knowledge of a wide variety of commodities.

Excellent knowledge of current practices in preparation of purchase specifications.

Strong personal integrity.

Sound professional judgment, initiative, and resourcefulness.

Ability to get along well with and to supervise others.

Skill in articulating and communicating the district's purchasing policies.

Ability to understand and follow complex oral and written directions.

Acceptable Training and Experience:

Completion of a course in a college or university for which a bachelor's degree has been granted, preferably in business administration, and/or five years' educational or business experience which included two years' related purchasing experience; or

Any satisfactory equivalent combination of the above experience and training which would indicate ability to perform acceptably the duties outlined.

APPENDIX 2

RESOLUTION APPOINTING PURCHASING AGENT

BE IT RESOLVED THAT _____ is appointed "Purchasing Agent" for the Board of Education of _____ School District, effective immediately, and until such time as the Board may revoke the appointment, and

BE IT FURTHER RESOLVED THAT _____ shall purchase, procure, store, and distribute all supplies and equipment for which appropriations have been made with due regard to existing law, economy and efficiency, and the needs and desires of the departments of the School requesting such supplies, and

BE IT FURTHER RESOLVED THAT _____ be and hereby is authorized to execute in the name of the Board of Education any and all documents, contracts, orders or other instruments necessary to carry out the intent of this resolution.

Comment :

See page 3 for discussion of appointment of purchasing official.

APPENDIX 3

SUMMARY

NINE STEPS IN THE PROCUREMENT PROCEDURE

The following chart illustrates nine basic steps in the procurement process:

- | | |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Requisition | Initiated by user.
Sent to proper official for approval.
Copy retained by school. |
| B. Specifications | Prepared in detail by purchasing agent and made available to prospective contractors or vendors. |
| C. Bids or Quotations | Checked and tabulated by purchasing agent.
In the case of formal bids, recommendation made to the board of education. |
| D. Contract or Purchase Order | Contracts signed by designated board official; orders signed by purchasing agent. |
| E. Follow Up | By purchasing department <u>only</u> . |
| F. Receipt of Goods | Receiving agency signs receiving copy of purchase order and forwards same to purchasing department indicating the quantity and quality of materials or services have been received and are satisfactory. |
| G. Invoice | Checked for price and quantity by purchasing department. |
| H. Quality Control | By purchasing agent or designee to see that item meets specifications. |
| I. Claim (invoice) Approved for Payment | After receipt of goods is acknowledged by requisitioner, the purchasing agent attests to the correctness of the claim including verification that the supplies, equipment, or services conformed to specifications; thence to board of education or internal auditor for approval for payment. |

APPENDIX 4

SAMPLE FORM FOR NEWSPAPER ADVERTISEMENT

To be printed in the _____ issue(s)
(Date or dates)
of the _____.
(Name of newspaper)

* * * * *

ADVERTISEMENT

Sealed bids are requested by the _____
School District for _____.
(Description)

Bids will be received until _____, _____ in
(time) (date)
the business office, 100 Main Street, Anytown, New York, at which time
and place they will be publicly opened and read.

Specifications and bid forms may be obtained at the same office.

Board of Education
100 Main Street
Anytown, New York 10000

By _____
(Title)

APPENDIX 5

(Page 1)

Sample Specification and Bid Form for Use in Competitive Purchasing

BOARD OF EDUCATION

_____ SCHOOL DISTRICT NO. _____
(Legal name)

_____, NEW YORK

Popularly known as _____

* * * * *

SPECIFICATIONS AND BID FORM

FOR

Schedule No. _____

* * * * *

In accordance with the provisions of Section 103 of the General Municipal Law, an advertisement for bids was published in the _____ on _____, 19___. As stated in such notice, bids will be publicly opened and read in the office of _____ on _____, 19__ at _____ a.m.
p.m.

* * * * *

Name of bidder:

Address of bidder:

Telephone number:

Ask for:

(Page 2)

BOARD OF EDUCATION

SCHOOL DISTRICT NO. _____

_____, NEW YORK

* * * *

INSTRUCTIONS TO BIDDERS

1. Sealed proposals for the furnishing and delivery, and installing, where called for, of the services, materials, equipment and/or supplies, as required by the board of education of _____ School District No. _____, County of _____, popularly known as _____, and as set forth in the following specifications prepared under the direction of said board of education, will be opened in the office of the (title of official), located at (complete mailing address), on the day and hour stated on page 1 hereof.
2. The person, firm, or corporation making such proposal shall submit it in a sealed envelope to the (title of official) or his duly designated representative at the place herein mentioned on or before the hour and day stated on page 1 hereof, and the envelope shall be endorsed on its face with the name of the person, firm, or corporation making such proposal, the date of its presentation, and the title of the services, materials, equipment, or supplies for which such proposal is made.
3. The bidder shall insert the price per stated unit and the extension against each item in the schedule hereto annexed, which he proposes to furnish and deliver. In the event of a discrepancy between the unit price and the extension, the unit price will govern. The price inserted must be net and must include delivery charges. Computation must be made of the total amount of the bid for all items bid upon, and the total shall be stated in the space provided at the end the schedule.
4. No charge will be allowed for cases, boxes, carboys, bottles, etc., nor for freight expenses, expressage, or cartage. No empty packages, cases, boxes, carboys, bottles, etc., will be returned to the bidder or contractor and none will be paid for by the board of education. Such empty cases, boxes, etc. may be removed by the bidder or contractor at his own expense.

12. Delivery will be required to be made to the receiving platform of (identification of delivery point) unless the schedule or purchase order issued to the successful bidder thereon indicates otherwise. Where the schedule or purchase order provides for direct delivery to schools, the items must be placed at a point within the building as directed at the place of delivery. The weight, count, measure, etc., will be determined at the points of delivery. The contractor will be required to furnish proof of delivery in every instance. Bulk materials are to be placed on skids or pallets on the receiving platform as directed by the receiving clerk. Mixed loads of more than one item, color, size, etc., must be sorted when directed by the receiving clerk. No help for unloading will be provided by the board of education. Suppliers should notify their truckers accordingly. Deliveries shall be made between the hours of ____ a.m. and ____ p.m. on weekdays other than Saturdays and holidays. All materials and supplies must be securely packaged in uniform containers, adequately marked as to contents, and delivered without damage or breakage in such units as are specified in the schedule.
13. These instructions are to be considered an integral part of all proposals.

Board of Education
(complete legal name) School Dist. No. _____,
_____, New York

(Position)

Dated: _____, 19__.

APPENDIX 5

(Page 5)

BOARD OF EDUCATION

_____ SCHOOL DISTRICT NO. _____
_____, NEW YORK

BID FORM AND SPECIFICATIONS

Schedule 4:2

FUEL OIL

Item No.	Unit	Descrip- tion	Approx. Quantity	Unit Price	Total
1	Gals.	No. 2 fuel oil	10,000		
2	Gals.	No. 4 fuel oil	370,000		
3	Gals.	No. 6 fuel oil	460,000		

Oil Burner Service, _____, 19__ to _____, 19__.

	<u>School</u>	<u>Type</u>	<u>No. of Burners</u>	<u>Fuel</u>	<u>Tank Capacity</u>
4	Washington	Todds	2	6 & 2	15,000
5	Lincoln	Petro	3	6	25,000
6	Roosevelt	Iron Fireman	3	4	13,400
7	Truman	Enterprise	2	4	
		Todds	2	4	21,700
8	Dewey	Petro	1	4	5,000
9	Southside	Petro	2	4	20,000
10	Lakeside	Petro	3	6 & 2	15,000
11	Memorial	Todds	2	4	15,000
12	De Witt	Todds	3	6	No Service

(Note: No. 2 oil used in preheaters only)

Total Bid _____

Deliveries are to be made during the year beginning July 1, 19____, at such times and in such amounts as requested. Quantities given are not intended to commit the board of education to any particular quantity but are merely estimates of what might be required.

Oil burner service, in the discretion of the board of education, shall be awarded only to the successful bidder on the oil to be used in burner or burners to be serviced, and such service shall include:

1. Complete cleaning of burner or burners within five days after award.
2. Periodic inspection at intervals of time no less frequent than monthly.
3. Commercial repairman shall be available twenty-four hours per day to answer emergency calls.
4. Replacement part costing in excess of \$5.00 shall be furnished only after approval by the superintendent of buildings and grounds or his duly authorized representative.
5. Price bid is intended to cover all service costs except the cost of authorized replacement parts.

APPENDIX 5

(Page 7)

TYPICAL DESCRIPTION OF A WORK AND MATERIALS SPECIFICATION

PRINTING AND BINDING MUSIC NOTEBOOK

SCHEDULE OF QUANTITY

It is the declared and acknowledged intention of these specifications to describe the printing and binding of 11,000 copies of a Music Notebook to be issued by the Board of Education for 1972-73.

EDITION

The size of the Music Notebook is to be 8" x 10½", trimmed pages and covers, with a total of 36 pages and covers.

Sample of the 1971-72 Music Notebook showing papers used, layout, and engravings is on file in the Office of the Purchasing Agent.

STOCK

The paper stock, to be furnished by the successful bidder, shall consist of three different papers, as follows:

1. For the thirty - two (32) inside pages, Suede Book Wove Antique White, 35 x 45, 166/M, or approved equivalent.
2. For the four (4) pages inside cover (first and last leaf other than cover itself), White Printflex Enamel #2, 35 x 45, 232/M, or approved equivalent. This paper shall be suitable for half-tone work.
3. For the cover itself (4 pages), White 3-ply Dilcol Translucent Cover Stock, 23 x 35, 310/M, or approved equivalent.

COMPOSITION

Throughout the 1972-73 Music Notebook, layout of which will be furnished by the Purchasing Agent of the Board of Education, the style headings, the size and weight of type, and the layout of text and musical titles shall be essentially the same as in the 1971-72 Music Notebook. If the bidder proposes to use any other type than that indicated, he shall submit to the Purchasing Agent for approval a sample showing the type he proposes to furnish.

ENGRAVINGS

Color plates, black and one color for the outside cover will be furnished by the Board of Education as will also all other half-tones used in the 1972-73 Notebook and all the cuts of music themes as indicated in

(Page 8)

the layout. The front outside of the cover shall be printed in black and one color to match a color sample on file in the office of the Purchasing Agent. Bleed cover to bottom and right.

PRESS WORK

Black and one color on front cover, balance black only. Press work shall be satisfactory to the Board of Education, conforming to all good trade practices. Ink on music themes to be dense black.

BINDING

Binding shall be saddle wire stitched with two stitches and trimmed flush.

PROOF READING

The Board of Education will assume the responsibility of proof reading for all corrections to be made from the original copy. The successful bidder has the responsibility of reading a press proof to determine that it corresponds with the Board of Education's copy and such proof reading is to be included in the bid price.

PROOFS

Two proofs shall be furnished by the successful bidder: one page proof and one page revised.

EDITOR'S CORRECTIONS

Bidders shall plainly indicate on the Proposal and Bidding Sheet the charges per hour for changes in proof that alter the original copy of the text. The successful bidder shall itemize all such changes and shall submit statement substantiating such bill before payment will be approved.

STANDING TYPE

All type for Music Notebooks shall remain standing for a period of at least three months after delivery of the Music Notebooks has been completed and notice shall be given the Board of Education by the successful bidder at least thirty days before the type is distributed.

BASE BID

Bidders are requested to quote, under BASE BID, the Total Net Delivered Price for 11,000 copies of a 36-page Music Notebook, and to indicate the price for additional copies per thousand over and above the 11,000.

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ALTERNATE

The bidder is requested to fill out on the Proposal and Bidding Sheet the alternate as called for below as the contract may be awarded on the alternate.

ALTERNATE: The bidder is requested to bid on a 32-page Music Notebook, all specifications to be the same as for the Base Bid with the exception of the number of pages. In the event that the size of the book is decreased to 32 pages, the Board will award the contract on this alternate.

BID PROPOSAL CERTIFICATIONS

Firm Name

Business Address

Telephone Number Date of Bid

I. General Bid Certification

The bidder certifies that he will furnish, at the prices herein quoted, the materials, equipment and/or services as proposed on this bid.

II. Non-Collusive Bidding Certification

By submission of this bid proposal, the bidder certifies that he is complying with Section 103-d of the General Municipal Law as follows:

Statement of non-collusion in bids and proposals to political subdivision of the state. Every bid or proposal hereafter made to a political subdivision of the state or any public department, agency or official thereof where competitive bidding is required by statute, rule, regulation, or local law, for work or services performed or to be performed or goods sold or to be sold, shall contain the following statement subscribed by the bidder and affirmed by such bidder as true under the penalties of perjury: Non-collusive bidding certification.

"(a) By submission of this bid, each bidder and each person signing on behalf of any bidder certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of knowledge and belief:

(1) The prices in this bid have been arrived at independently without collusion, consultation, communication or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other bidder or with any competitor;

(2) Unless otherwise required by law, the prices which have been quoted in this bid have not been knowingly disclosed by the bidder and will not knowingly be disclosed by the bidder prior to opening, directly or indirectly, to any other bidder or to any competitor; and

(3) No attempt has been made or will be made by the bidder to induce any other person, partnership or corporation to submit or not to submit a bid for the purpose of restricting competition."

(b) A bid shall not be considered for award nor shall any award be made where (a) (1) (2) and (3) above have not been complied with; provided, however, that if in any case the bidder cannot make the foregoing certification, the bidder shall so state and shall furnish with the bid a signed statement which sets forth in detail the reasons therefor. Where (a) (1) (2) and (3) above have not been complied with, the bid shall not be considered for award nor shall any award be made unless the head of the purchasing unit of the political subdivision, public department, agency or official thereof to which the bid is made, or his designee, determines that such disclosure was not made for the purpose of restricting competition.

The fact that a bidder (a) has published price lists, rates, or tariffs covering items being procured, (b) has informed prospective customers of proposed or pending publication of new or revised price lists for such items, or (c) has sold the same items to other customers at the same prices being bid, does not constitute, without more, a disclosure within the meaning subparagraph one (a).

2. Any bid hereafter made to any political subdivision of the state or any public department, agency or official thereof by a corporate bidder for work or services performed or to be performed or goods sold or to be sold, where competitive bidding is required by statute, rule, regulation, or local law, and where such bid contains the certification referred to in subdivision one of the section, shall be deemed to have been authorized by the board of directors of the bidder, and such authorization shall be deemed to include the signing and submission of the bid and the inclusion therein of the certificate as to non-collusion as the act and deed of the corporation.

Signature (Authorized)

Title

Note: This is a sample of an approved form which may be reproduced locally.

6869/1/02202/002/
Ap/1500/Bf/53922*

(NAME AND ADDRESS OF SCHOOL DISTRICT)

GENERAL CONDITIONS

(For the purchase of materials, supplies, and equipment)

All invitations to bid issued by the above named school district will bind bidders and successful bidders to the conditions and requirements set forth in these general conditions, and such conditions shall form an integral part of each purchase contract awarded by the school district.

DEFINITIONS

- "School district"** — Shall be the legal designation of the district.
- "Notice to bidders"** — a formal statement which, when issued by the school district, constitutes an invitation to bid on the materials, supplies, and equipment described by the specifications.
- "Board"** — the board of education of the school district.
- "Bid"** — an offer to furnish materials, supplies, and/or equipment in accordance with the invitation to bid, the general conditions, special instructions, and the specifications.
- "Bid offer"** — the form on which the bidder submits his bid.
- "Bidder"** — any individual, company, or corporation submitting a bid.
- "Contract"** — a notice to the successful bidder by the issuance of a purchase order; also all documents relating to the transaction, including but not limited to, the bid offer of the successful bidder, notice to bidders, general information, general conditions, special instructions, specifications, notice of award, bid proposal certifications; also a formal document signed by the successful bidder and the school district representative.
- "Successful bidder"** — any bidder to whom an award is made by the school district.
- "Contractor"** — any bidder to whom a contract award is made by the board of education.
- "Specification"** — description of materials, supplies, and/or equipment and the conditions for its purchase.

BIDS

1. The date, time, and place of bid opening will be given in the Notice to Bidders.

2. All bids must be submitted on bid offer forms and in accordance with instructions provided by the board.

3. All bids received after the time stated in the Notice to Bidders may not be considered and will be returned unopened to the bidder. The bidder assumes the risk of any delay in the mail or in the handling of the mail by employees of the school district. Whether sent by mail or by means of personal delivery, the bidder assumes responsibility for having his bid deposited on time at the place specified.

4. All information required by Notice to Bidders, General Conditions, Specifications, and Bid Offer, in connection with each item against which a bid is submitted, must be given to constitute a regular bid.

5. The noncollusive bidding certification must be included with each bid as required by General Municipal Law, section 103-d.

6. The submission of a bid will be construed to mean that the bidder is fully informed as to the extent and character of the supplies, materials, or equipment required and a representation that the bidder can furnish the supplies, materials, or equipment satisfactorily in complete compliance with the specifications.

7. No alteration, erasure, or addition is to be made in the type-written or printed matter. Deviations from the specifications must be set forth in space provided in bid for this purpose.

8. Prices and information required should be typewritten for legibility. Illegible or vague bids may be rejected. All signatures must be written. Facsimile, printed, or typewritten signatures are not acceptable.

9. Sales to school districts are not affected by any fair trade agreements. (General Business Law, sec. 369-a, sub. 3)

10. No charge will be allowed for Federal, State, or municipal sales and excise taxes since the school district is exempt from such taxes. The price bid shall be net and shall not include the amount of any such tax.

11. In all specifications, the words "or equal" are understood after each article giving manufacturer's name or catalog reference, or on any patented article. The decision of the school district as to whether an alternate or substitution is in fact "equal" shall be final. If bidding on items other than those specified, bidder must in every instance give the trade designation of the article, manufacturer's name, and detailed specifications of item he proposes to furnish. Otherwise, bid will be construed as submitted on the identical item as specified.

12. Bids on equipment must be on standard new equipment, of latest model, and in current production, unless otherwise specified.

13. All regularly manufactured stock electrical items must bear the label of the Underwriters' Laboratories, Inc.

14. When bids are requested on a lump sum basis, bidder must bid on each item in the lump sum group. A bidder desiring to bid "no charge" on an item in a group must so indicate; otherwise bid for the group may be rejected.

15. All prices quoted must be "per unit" as specified; e.g., do not quote "per case" when "per dozen" is requested; otherwise, bid may be rejected.

16. Bidder must insert the price per unit and the extensions against each item in his bid. In the event of a discrepancy between the unit price and the extension, the unit price will govern. Prices shall be extended in decimals, not fractions.

17. Prices shall be net, including transportation and delivery charges fully prepaid by the successful bidder to destination indicated in the instructions to bidders. If award is made on any other basis, transportation charges must be prepaid by the successful bidder and added to the invoice as a separate item. In any case, title shall not pass until items have been delivered and accepted.

18. All bids must be sealed. They must be submitted in envelopes furnished by the school district, if any. Otherwise, plain, opaque envelopes may be used, clearly marked "BID." Also the date and time of the bid opening as indicated on the Notice to Bidders must appear on the envelope. Bids must not be attached to or enclosed in packages containing bid samples. Telegraphed bids may be considered at the discretion of the school district. Telephoned quotations or amendments will not be accepted at any time.

19. No interpretation of the meaning of the specifications or other contract document will be made to any bidder orally. Every request for such interpretation should be in writing, addressed to the school district, not later than five (5) days prior to the date fixed for the opening of bids. Notice of any and all such interpretations and any supplemental instructions will be sent to all bidders of record by the school district in the form of addenda to the specifications. All addenda so issued shall become a part of the contract documents.

20. If the supplies, materials, or equipment are to be delivered over an extended period of time, or if the specifications so state, then the successful bidder may be required to execute an agreement in relation to the performance of his contract, such agreement to be executed by the bidder within 15 days after notification to execute such contract. If the specifications so state, the successful bidder also may be required to furnish a performance bond equal to the full amount of the contract to guarantee the faithful performance of such contract. Such performance bond shall be maintained in full force and effect until the contract shall have been fully performed. The surety company furnishing such performance bond shall be authorized to do business in the State of New York and must be satisfactory to the school district. The performance bond shall be executed by the successful bidder at the time

of the execution of the contract by the successful bidder and the board.

SAMPLES

21. All specifications are minimum standards; and accepted bid samples do not supersede specification for quality unless bid sample is superior, in which case deliveries must be the same identity and quality as accepted bid sample.

22. The school district reserves the right to request a representative sample of the item quoted upon either prior to the award or before shipments are made. If the sample is not in accordance with the requirements of the specification, the school district may reject the bid; or, if award has been made, cancel the contract at the expense of the successful bidder.

23. Samples, when required, must be submitted strictly in accordance with instructions; otherwise, bid may not be considered. If samples are requested subsequent to bid opening, they shall be delivered as directed for bid to have consideration. Samples must be furnished free of charge and must be accompanied by descriptive memorandum invoices indicating if the bidder desires their return and specifying the address to which they are to be returned provided they have not been used or made useless by tests. Award samples may be held for comparison with deliveries. The school district will not be responsible for any samples destroyed or mutilated by examination or testing. Samples shall be removed by the bidder at his expense. Samples not removed within fifteen (15) days after written notice to the bidder will be regarded as abandoned and the school district shall have the right to dispose of them as its own property.

24. When a specification indicates that an item to be purchased is to be equal to a sample, such sample will be on display at a designated location in the school district. Failure on the part of the bidder to examine sample shall not entitle him to any relief from the conditions imposed in the proposal, specification, etc.

AWARD

25. Awards will be made to the lowest responsible bidder, as will best promote the public interest, taking into consideration the reliability of the bidder, the quality of the materials, equipment, or supplies to be furnished, their conformity with the specifications, the purposes for which required, and the terms of delivery.

26. The school district reserves the right to reject all bids. Also reserved is the right to reject, for cause, any bid in whole or in part; to waive technical defects; qualifications; irregularities; and omissions if in its judgment the best interests of the district will be served. Also reserved is the right to reject bids and to purchase items on State or county contracts if such items can be obtained on the same terms, conditions, specifications, and at a lower price.

27. The school district reserves the right to make awards within sixty (60) days after the date of the bid opening during which period bids may not be withdrawn unless the bidder distinctly states in his bid that acceptance thereof must be made within a shorter specified time.

28. Where a bidder is requested to submit a bid on individual items and also on a total sum or sums, the right is reserved to award contracts on individual items or on total sums, whichever is in the best interests of the school district.

29. If two or more bidders submit identical bids as to price, the decision of the board to award a contract to one of such identical bidders shall be final. (General Municipal Law, sec. 103, sub. 1.)

CONTRACT

30. Each bid will be received with the understanding that the acceptance thereof in writing by the board, to furnish any or all of the items described therein shall constitute a contract between the successful bidder and the school district. Contract shall bind the successful bidder on his part to furnish and deliver at the prices and in accordance with the conditions of his bid. Contract shall bind the school district on its part to order from such successful bidder and to pay for at the contract prices, all items ordered and delivered, within ten (10) percent over or under the award quantity, unless otherwise specified.

31. The placing in the mail of a notice of award or purchase order to a successful bidder, to the address given in his bid, will be considered sufficient notice of acceptance of contract.

32. If the successful bidder fails to deliver as ordered, or within the time specified, or within reasonable time as interpreted by the school district, or fails to make replacement of rejected articles, when so requested immediately or as directed by the school district, the school district may purchase from other sources to take the place of the item rejected or not delivered. The school district reserves the right to authorize immediate purchase from other sources against rejections on any contract when necessary. On all such purchases the successful bidder agrees to reimburse the school district promptly for excess costs occasioned by such purchases. Should the cost be less, the successful bidder shall have no claim to the difference. Such purchases will be deducted from contract quantity.

33. A contract may be canceled at the successful bidder's expense upon nonperformance of contract.

34. Cancellation of contract for any reason may result in removal of the successful bidder's name from mailing list for future proposals for an indeterminate period.

35. When materials, equipment, or supplies are rejected, they must be removed by the successful bidder from the premises of the school district within ten (10) days of notification. Rejected items left longer than ten (10) days will be regarded as abandoned, and the school district shall have the right to dispose of them as its own property.

36. No items are to be shipped or delivered until receipt of an official purchase order from the school district.

37. It is mutually understood and agreed that the successful bidder shall not assign, transfer, convey, sublet, or otherwise dispose of the contract or his right, title, or interest therein, or his power to execute such contract, to any other person, company, or corporation, without the previous written consent of the school district.

INSTALLATION OF EQUIPMENT

38. The successful bidder shall clean up and remove all debris and rubbish resulting from his work from time to time as required or directed. Upon completion of the work the premises shall be left in a neat, unobstructed condition, and the buildings broom cleaned, and everything in perfect repair and order. Old materials are the property of the successful bidder unless otherwise specified.

39. Equipment, supplies, and materials shall be stored at the site only on the approval of the school district and at the successful bidder's risk. In general, such on-site storage should be avoided to prevent possible damage or loss of the material.

40. Work shall be progressed so as to cause the least inconvenience to the school district and with proper consideration for the rights of other successful bidders or workmen. The successful bidder shall keep in touch with the entire operation and install his work promptly.

41. Bidders shall acquaint themselves with conditions to be found at the site and shall assume all responsibility for placing and installing the equipment in the locations required.

42. Equipment for trade-in shall be dismantled by the successful bidder and removed at his expense. The condition of the trade-in equipment at the time it is turned over to the successful bidder shall be the same as covered in the specifications, except as affected by normal wear and tear from use up to the time of trade-in. All equipment is represented simply "as is." Equipment is available for inspection only at the delivery point listed for new equipment, unless otherwise specified.

GUARANTEES BY THE SUCCESSFUL BIDDER

43. The successful bidder guarantees:

- (a) His products against defective material or workmanship and to repair or replace any damages or marring occasioned in transit.
- (b) To furnish adequate protection from damage for all work and to repair damages of any kind for which he or his workmen are responsible, to the building or equipment, to his own work, or to the work of other successful bidders.
- (c) To carry adequate insurance to protect the school district from loss in case of accident, fire, theft, etc.
- (d) That all deliveries will be equal to the accepted bid sample.
- (e) That the equipment delivered is standard, new, latest model of regular stock product or as required by the specifications; also that no attachment or part has been substituted or applied contrary to manufacturer's recommendations and standard practice. Every unit delivered must be guaranteed against faulty material and workmanship for a period of at least one year from date of delivery. If during this period such faults develop, the successful bidder agrees to replace the unit or the part affected without cost to the school district.

Any merchandise provided under the contract which is or becomes defective during the guarantee period shall be replaced by the successful bidder free of charge with the specific understanding that all replacements shall carry the same guarantee as the original equipment. The successful bidder shall make any such replacement immediately upon receiving notice from the school district.

DELIVERY

44. Delivery must be made in accordance with the instructions to bidders and specifications. If delivery instructions do not appear on order, it will be interpreted to mean prompt delivery. The decision of the school district as to reasonable compliance with delivery terms shall be final.

45. The school district will not accept any deliveries on Saturdays, Sundays, or legal holidays, except commodities required for daily consumption or where the delivery is for an emergency.

46. Items shall be securely and properly packed for shipment, storage, and stocking in shipping containers and according to accepted commercial practice, without extra charge for packing cases, baling, or sacks.

47. The successful bidder shall be responsible for delivery of items in good condition at point of destination. He shall file with the carrier all claims for breakage, imperfections, and other losses, which will be deducted from invoices. The receiving school district will note for the benefit of successful bidder when packages are not received in good condition.

48. Unless otherwise stated in the specifications, all items must be delivered into and placed at a point within the building as directed by the shipping instructions or the agent for the school district. The successful bidder will be required to furnish proof of delivery in every instance.

49. Unloading and placing of the equipment and furniture is the responsibility of the successful bidder, and the school district accepts no responsibility for unloading and placing of equipment. Any costs incurred due to the failure of the successful bidder to comply with this requirement will be charged to him. No help for unloading will be provided by the school district, and suppliers should notify their truckers accordingly.

50. All deliveries shall be accompanied by delivery tickets or packing slips. Ticket shall contain the following information for each item delivered:

Contract Number and/or Purchase Order Number

Name of Article

Item Number (if applicable)

Quantity

Name of the Successful Bidder

Carton shall be labelled with purchase order or contract number, successful bidder's name and general statement of contents. Failure to comply with this condition shall be considered sufficient reason for refusal to accept the goods.

PAYMENTS

51. Payment for the used portion of an inferior delivery will be made by the school district on an adjusted price basis.

52. Payment will be made only after correct presentation of claim forms or invoices as may be required.

53. Payments of any claim shall not preclude the school district from making claim for adjustment on any item found not to have been in accordance with the contract specifications.

SAVING CLAUSE

54. The successful bidder shall not be held responsible for any losses resulting if the fulfillment of the terms of the contract shall be delayed or prevented by wars, acts of public enemies, strikes, fires, floods, acts of God, or for any other acts not within the control of the successful bidder and which by the exercise of reasonable diligence he is unable to prevent.

Date of Adoption by Board of Education

**Note: A noncollusive bidding certification must be submitted with each bid.
The enclosed form, " Bid Proposal Certifications," meets this requirement.**

APPENDIX 7
HARBOR CENTRAL SCHOOL
HARBOR, NEW YORK 12305

REQUISITION

NO: _____

Date: _____

School: _____

Budget Code: _____

Dept. and Originator: _____

Suggested Supplier: _____

Delivery Instructions: _____

BUSINESS OFFICE ONLY

P.O. Number _____

Approved _____

Quantity and Unit	Catalog Number	Complete Description	Unit Price	Total Price
		<p>Comment :</p> <p>Purchase requisitions are generally initiated by a school or department to cover requirements needed during the school year and which would be purchased from a supplier. Requisitions should be made out in duplicate:</p> <ol style="list-style-type: none"> 1. Original sent to purchasing office for processing. 2. Duplicate retained in initiating school or department. <p>See page 7 - Processing requisition. See page 41 - Purchasing Forms--requisitions. See page 43 - Requisition for direct purchase.</p>		
TOTAL				

Signature

Date

Approved By

Approved By

72

Approved By

N. Y.

WHEN TO USE

No. (Central Office Record Only)

1. Send this requisition to Purchasing Department.
2. Purchasing Department to refer directly to Department of Buildings.
3. Use separate requisition for each unrelated item.
4. Retain copy for school files.

1. For all requests for repairs to buildings, grounds, building and instructional equipment, except office equipment and business machines. No purchase requisition need accompany building requisition in these cases.
2. For all requests for installation of instructional equipment that fastens to building or connects with mechanical services such as steam, gas, electricity or sewerage.
Instructional equipment only to be requisitioned on an accompanying purchase requisition.
3. For technical services in connection with planning and equipment for clearances on area, load, mechanical and safety conditions.
4. For any proposed change in room occupancy; also opening and closing of rooms.
5. For approval to connect with electric system or plug into electric receptacles any piece of equipment not owned by the Board of Education or not previously inspected and approved by the Department of Buildings.

Approved—Principal or Directing Head

Item	Maintenance—M Replacement—R New—N	NATURE OF WORK	Urgent—U Necessary—N Desirable—D
		<u>APPENDIX 8</u>	
		BUILDING REQUISITION	
		<p>Comment :</p> <p>A building requisition form is used when repairs to buildings are to be made, services are to be connected, or equipment which fastens to building is to be installed. Requisition is made in triplicate.</p> <ol style="list-style-type: none"> 1. Original sent to purchasing office. 2. Duplicate sent to buildings and grounds department. 3. Copy retained at school or in the originating department. <p style="text-align: center;">See page 43 - Requisition for maintenance, repair, and installation.</p>	

INSPECTOR: This space for comment and sketches

Estimated Cost			Estimator	Contractor	Date received in Purchasing Department	Date received in Building Department		ORDER No.
Construction					Referred To	Date	Returned	
Mechanical								Disposition:
Miscellaneous								
TOTAL								
Estimated Cost of Equipment								
Estimated Cost of Installation								
Estimated Total Cost								
Approval of items involving Educational Policy								
Date					Superintendent of Schools			Date
								Superintendent of School Buildings
					73			

Serial No. _____
Reserved for Central Office

N. Y.

Date _____

School

Department, Shop, or Unit

Regulation

Signature of Principal or Directing Head

For Special OK, refer to _____

[illegible]

Received

Approved by

[illegible]

- 1.
- 2.
- 3.

APPENDIX 10

QUOTATION FORM

TO .
.
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.
.

TO .
.
.
.
.

TO .
.
.
.
.

RETURN TO

**PURCHASING AGENT
BOARD OF EDUCATION
CENTRAL SCHOOL
MAIN STREET
NEW YORK**

REQUEST FOR QUOTATION

**THIS IS NOT
AN ORDER**

DATE ISSUED

QUOTATION DUE BY

OEL. REQ. BY

ITEM NO.	QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT
		<p>Comment :</p> <p>This form is made out in the purchasing office and sent to vendors to obtain prices on items specified. It is a four-part form with copies staggered. Typing on the original registers three different vendors' names on each of the three carbons. No vendor is aware of the names of the others. It permits the vendor to fill out the form indicating what he proposes to furnish and the price. On receipt of the various quotations covering the transaction, a summary may be made for use of the purchasing official.</p> <p>See page 8 - Requesting bids or quotations. See page 56 - Nine steps in the procurement procedure. See page 9 - Quotation sheets for informal bids.</p>		

VENDOR PLEASE COMPLETE THIS INFORMATION

1. SHIPMENT CAN BE MADE _____ DAYS FROM RECEIPT OF ORDER.

2. F.O.B. _____

3. TERMS _____

4. DATE _____

75

BY _____

PURCHASING AGENT

NO. 536710

Date _____
 Request of case No. _____
 Budget Code: _____

Quantity	Unit	Description	Unit Price	Total Cost
<p>CONDITIONS OF PURCHASE - READ CAREFULLY</p>				
TOTAL				

CONDITIONS OF PURCHASE - READ CAREFULLY

1. Invoices and packages must bear purchase order number.
2. Each shipment should be covered by a separate invoice.
3. Ship prepaid F.O.B. destination, inside delivery.
4. If price is stated in order, bidding must not bear a higher price.
5. Acceptance of all orders indicates acceptance of all terms, prices, delivery instructions, specifications and conditions stated.

If shipment cannot be made as requested **NOTIFY US AT ONCE**

Purchasing Agent

NO: 534710

To: _____

Deliver To: _____

Date Required: _____

Date: _____
Requisition No: _____
Budget Code: _____

[illegible]

TOTAL

Purchasing Agent

NO: 5387 10

To: _____

Deliver To: _____

Date Required: _____

Date: _____

Requestion No. _____

Budget Code: _____

[illegible]

TOTAL

Purchasing Agent

NO: 536710

To: _____
 Deliver To: _____
 Date Required: _____

Date: _____

Requisition No.: _____

Budget Code: _____

[illegible]

Name of Receiver:	TOTAL
-------------------	-------

Date of Receipt: _____

Condition of Shipment:

Purchasing Agent

APPENDIX 12

(Page 1)

STANDARD LIST OF SUPPLIES

The following information, along with the accompanying sample standard list of general office and classroom supplies, is presented to encourage school administration to develop such lists and encourage the use thereof.

DEFINITION:

A standard list of supplies is a grouping of similar items most commonly used and for which a standard of quality has been established.

PURPOSE:

The purpose of a standard list is to facilitate budgeting, requisitioning, purchasing, and, through standardization, to accomplish economies.

CHARACTERISTICS:

1. Items are only those most commonly used.
2. Items are grouped by similar commodities to facilitate requisitioning.
3. Items indicate a standard of quality by brand name or detailed specification.
4. Items are listed with estimated costs as guides for use of the person making the requisition.
5. Each item has the required unit (e.g., each, dozen, gross) to be used.

DEVELOPMENT:

1. To be most effective, standard lists should be prepared as a joint effort of the teachers, supervisory personnel, and the administrator handling the purchasing for the district.
2. The first step is to list all of the supplies in a particular area of instruction (art, general classroom, science, etc.) which have been purchased over the past several years, particularly those items which are usually repeated year after year. A suggested technique is to write each item on a separate card.
3. Each item should be briefly described, giving brand name and catalog number. Several acceptable brand names may be listed.

4. Insert the common purchasing unit to be used and the last price paid for the item. Standard packaging units should be used whenever possible.
5. Standard list item numbers may be assigned for future identification and easy reference. A different series of numbers are usually assigned for each list prepared.
6. Items are normally listed alphabetically by major descriptive words such as "BASKETS, metal waste."
7. The lists are used primarily for requisitioning the bulk of the annual budget requirements, but are also a reference in requisitioning needs throughout the year.
8. Lists should be revised annually to include adjustments in prices, changes in descriptions, addition and deletion of items.

ADVANTAGES:

1. Facilitates all phases of the requisitioning and purchasing process. It reduces the number of hours spent by teachers, clerical assistants, and administrators in preparing requisitions, bids, bid tabulating forms, and ultimately in the receipt and distribution of materials.
2. Standardization can result in dollar savings to the school district.
3. The process of developing a standard list becomes a focal point for encouraging acceptance of standardization for those items which lend themselves to this process.
4. Standardization encourages greater participation in competitive bidding by simplifying and grouping bid items.
5. The standard list acts as a reminder of items which may be overlooked by the person making the requisition.

DISADVANTAGES

1. Initial work of preparing a standard list is time consuming but will ultimately be a time saver.
2. It may encourage indiscriminate requisitions by some.
3. Unless provision is made for requisitioning items not on the standard list, it tends to inhibit individual initiative and creativity on the part of the user.

STANDARD LIST OF SUPPLIES
General Office and Classroom Supplies

Standard

List

Item No.

Description

Inventory

Quantity
Required

Unit

Unit
CostTotal
Cost

1	BASKETS, Metal waste, bottom 10" diam., top 13", 14" high, inset bottom 1" top reinforced with wire, 26 gauge steel, gray			each	1.25	
2	BLOTTERS, for desk pad 100# Green 19" x 24"			doz.	.70	
3	20" x 34"			"	1.60	
4	24" x 38"			"	1.65	
5	BLOTTER PADS, Desk, 19" x 24", 4" imitation leather corners not less than 1/8" thick, binder board Brand X #117 or equal			each	2.50	
	Aqua					
	Lavender					
604	WAX, Candle wick #5493-1 12 yards			each	.45	
605	#5495-2 100 yards			"	2.30	
606	WAX, Candle glitter #2816 1 oz.			oz.	.22	
607	#2816 1 lb.			lb.	1.65	

PAGE TOTAL \$ _____

GRAND TOTAL \$ _____

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